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The 1959–60 annual report on the Technical Assistance Training Program in Education in which professional personnel from foreign countries are selected to receive specialized training in the United States. The program is administered by the Office of Education in cooperation with the International Cooperation Administration. The publication describes program planning, orientation, placement, and evaluation procedures; it also reports training activities for participants (classified by countries).

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THE TECHNICAL ASSISTANCE TRAINING PROGRAM IN EDUCATION

ANNUAL REPORT

1959-60

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Office of Education

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ANNUAL REPORT

ON THE TECHNICAL ASSISTANCE TRAINING PROGRAM IN EDUCATION, 1959–60

By the Technical Assistance Section,
Educational Exchange and Training Branch,
Division of International Education

Program Administered by the Office of Education,
U.S. Department of Health, Education, and Welfare,
in Cooperation with the
International Cooperation Administration,
U.S. Department of State

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Abraham Ribicoff, Secretary
Office of Education . . . Sterling M. McMurrin, Commissioner

UNITED STATES
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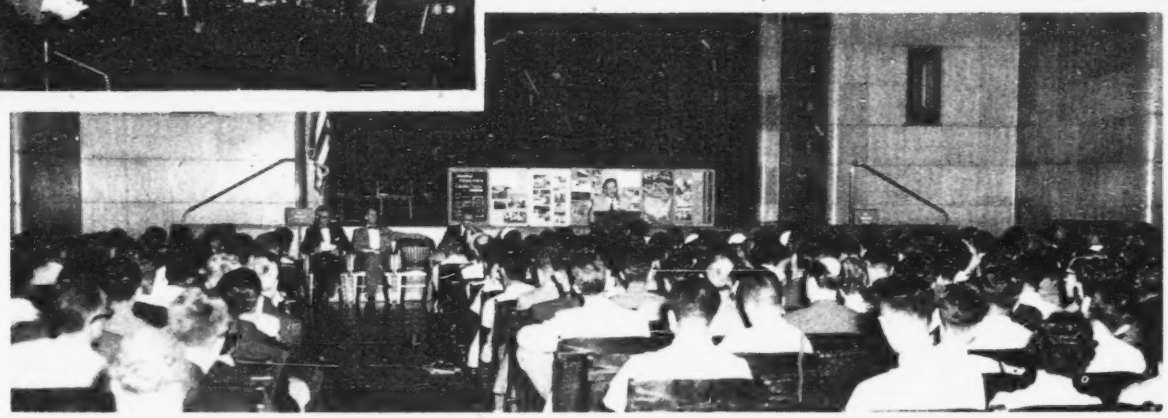
← introduction to materials laboratory

Formosan teachers at international reception

Welcome by Vice President Nixon



Welcome to new participants

Program officer discusses training program

Mexican teachers at international exhibit

I. PROGRAM PLANNING, ORIENTATION, PLACEMENT, AND EVALUATION

Since 1951, the Office of Education of the U.S. Department of Health, Education, and Welfare, by agreement with the International Cooperation Administration and its predecessor agencies, has exercised responsibility for the training of foreign nationals in the field of education, and the Technical Assistance Section, Educational Exchange and Training Branch, Division of International Education, has been directly responsible for this program.

The Technical Cooperation Program authorized by Public Law 165, 82d Congress which is a part of the over-all Mutual Security Program (MSP), has been described in the latest Summary Presentation to the Congress as the "Program for the international exchange of technical knowledge and skills through training, demonstration, surveys, and similar activities in some 60 countries and territories. Designed to aid in a balanced and integrated development of human and economic resources and productive capacities, it helps the underdeveloped countries ... meet the crucial needs and urgent demands of their people for economic and social progress. It also helps identify the United States with the aspirations of the underdeveloped countries."

The prime function of the Technical Assistance Section is to develop and supervise programs in the field of education for foreign participants whom ICA assigns to the Office. During fiscal year 1960 (July 1, 1959-June 30, 1960), it supervised 893 participants from 50 countries.

Program Planning

The ICA representative organization in a foreign country, normally called the United States Operations Mission (USOM), establishes a bilateral Project Agreement with the host government. To complement the internal aspects of these projects, professional personnel are selected to receive specialized training in the United States. Data on these "ICA Participants" are forwarded to ICA headquarters in Washington which then assigns individuals or groups to the Office of Education for program planning, placement, and orientation.

Administratively, the Office of Education receives from ICA three documents on a selected participant: The Project Implementation Order (PIO/P), which outlines the overall activity, the field of specialization, and the individual training requirements; a Biographical Data Sheet; and, when necessary and feasible, academic credentials. The Office of Education thereupon undertakes to plan a training program in accordance with this information. As the scope of specialization in the field of education is extremely diverse, the many education specialists in the Office are called upon for advice and counsel. A program is then devised to carry out the project objective, and a program proposal and a cost estimate are forwarded to ICA and the USOM.

Most programs require placement of participants in an educational institution for fundamental training. Special itineraries are also arranged for high-level teams or officials to visit several universities, State Departments of Education, local school systems, or other centers for observation and study. Insofar as possible, the Office carries out the ICA policy that training programs should be practical and that overall country project objectives, rather than individual interests, should be paramount.

During fiscal year 1960, more degree programs were supervised than in the previous year. In fiscal year 1959, only 136 out of 647 participants received university degrees; 261 out of 893 participants supervised in fiscal year 1960 were degree candidates. Of these, 43 (4.8%) were selected for doctoral degree programs, 166 (18.6%) for master's degree programs, and 52 (5.8%) for bachelor's degree programs. This means that 632 participants or 70.8% of all participants supervised in fiscal year 1960 were sent to the United States for non-degree training.

Orientation

All participants, upon arrival in this country, attend an orientation program arranged by the Office of Education. During the month of September, before most school systems begin their academic year, a special 2-week orientation program is provided in Washington, D. C., for the large number of participants who normally come to this country in late summer. This program consists of 1 week of general orientation, presented by the Washington International Center, Wash., D.C. and a second week of specialized orientation presented by the Office staff. During the second week, participants

are grouped as to their areas of specialization for consultation with appropriate Office of Education specialists. At this time, they receive more clearly defined introductions to their particular fields in education.

During the year, participants, whenever possible, attended the regular 1-week orientation provided by the Washington International Center. When necessary, intensive English language instruction was arranged for participants at the American University Language Center (AULC).

During the summer of 1960, a special 2-week program, in addition to and prior to, the normal orientation program, was arranged for those participants who would be enrolled for academic study in colleges and universities throughout the United States. This was the "Higher Education Preparatory Workshop." Its purpose was to orient foreign students to the American system of higher education; it acquainted them with such items as the preparation of term papers, grading systems, library services, and other aspects of university life which would ease their adjustment to a new academic situation.

Placement

One hundred and forty-eight training institutions in 37 States, the District of Columbia, and Puerto Rico, were used as primary training centers in fiscal year 1960. (See Appendix B) At these centers, participants spent at least a quarter or a semester, or attended a special seminar. Numerous institutions, organizations, or agencies were visited by participants for shorter periods of time at every level of education in every State of the Union.

Hospitality committees provided opportunities for participants to meet informally with Americans in numerous cities. This generous and warm hospitality contributed to the development of a better understanding of family and civic life in the United States, and has been a great asset to the social adjustment of these foreign nationals while in the United States.

Some of the business and other organizations which cooperated with the Office of Education in providing practical training or observation for foreign participants are listed below:

Abbott Laboratories
Albany Felt Co.
ALCOA
Allegheny Ludlum Steel Corp.
American Ceramic Society
American Cyanamid Co.
American Smelting and Refining Co.
Anaconda Co.
Arnold Vollmer Associates
Ballantine Beer Co.
Bethlehem Steel Co.
Black-Clawson Co.
Brownville Paper Co.
Carborundum Company
Cleveland-Cliffs Iron Co.
Corning Glass Works
Dorr-Oliver, Inc.
Felice and Perrelli Canning Co.
Garber Research Laboratories
General Electric
Harbison Walker Refractories
Heeken Can Co.
International Business Machines
J. P. Lewis Co.
Kennecott Refining Corp.
Kermac Nuclear Fuels Corporation
Knowlton Brothers, Inc.
Koppers Company Inc.
Kroger Foundation
Lowe Paper Co.
Merck, Sharp and Dohme International
Missouri Portland Cement Company
Musselman's Apple Products
National Carbon Company
Nekoosa-Edwards Paper Co.
New Jersey Zinc Co.
New Process Gear Corporation
Otis Elevator Co.
Pepsi Cola Co.
Pfister Chemical Works
Portland Cement Association
Proctor and Gamble Co.
Radio Corporation of America
Reserve Mining Co.
Riegel Paper Corporation
Strategic-Udy Processes, Inc.
St. Regis Paper Co.
Union Carbide Metals, Co.
Universal Atlas Cement Company
Westinghouse Electric Corporation

Evaluation

The effectiveness of a training program would be exceedingly difficult to determine without some means of evaluating a participant's progress; accordingly, to detect current problems and to improve present and future programs, a continuous evaluation of

each participant's progress is carried on by the Technical Assistance Section.

Each participant is required to submit written quarterly reports on his professional accomplishment, his problems, and his recommendations for necessary changes in his training program.

Similarly, an evaluation of his professional progress is, from time to time, requested from the participant's adviser, and regular grade reports on the academic phase of his training program are furnished the Office by the institutions involved.

On the basis of these reports, an evaluation of a participant's progress toward accomplishing his program objectives is prepared quarterly and forwarded to his home country by the Office of Education through ICA/Washington.

At the termination of each program, a summary report is prepared. This final report is of great value to the home country and the USOM in evaluating what a participant has learned and in determining where he should be placed in his home country in order to utilize his United States training to best advantage. Likewise, these reports are evaluated by the USOM to assist them in the future selection of participants and in the development of new projects.

II. REPORT ON TRAINING ACTIVITIES

A. FAR EAST AREA

FISCAL YEAR 1960 has shown an increase of 23.4 percent over FY 1959 in the total number of participants programed. Participating in the training programs supervised by the Office of Education were 8 countries. The countries listed in order of numerical representation, were:

Philippines	79
Vietnam	76
Thailand	59
Indonesia	53
China	40
Korea	21
Cambodia	7
Laos	3

The increase is reflected by the fact that 274 participants were programed in FY 1959 while 338 participants were programed in FY 1960.

The Philippines replaced Indonesia as the country requesting the largest number of training programs while Indonesia dropped to fourth place. There was no significant decline in the number of participants from any single country. There was, however, a decided increase in the number of participants from Vietnam -- from 32 in FY 1959 to 76 in FY 1960, an increase of more than 100 percent.

In FY 1959, two participants were in training from Cambodia. During FY 1960 this number was increased to seven participants.

The most popular field during FY 1960 again was vocational education which constituted 44 percent of the programs requested by the Far East Missions. (See Appendix A, "Major Fields of Training") A total of 149 projects requested vocational education. Of these, 20 programs involved school administration, 69 were in trade and industrial education, 30 were in vocational agricultural education, and 14 in home economics education. Also of importance was the increase in the number of programs requested in the category of vocational education administration which increased from 9 programs in FY 1959 to 20 in FY 1960.

USOM/Saigon again this year requested training programs for a large number of participants in vocational education (trade and industrial, with emphasis on skill competency). Particular difficulty was again experienced in programing Vietnamese participants because of inadequate English language facility and the lack of adequate transcripts. More and more training centers are requiring transcripts before making a decision on admission for training. Transcripts are required whether the training is for a degree or non-degree course work and for the improvement of skill competencies, as well.

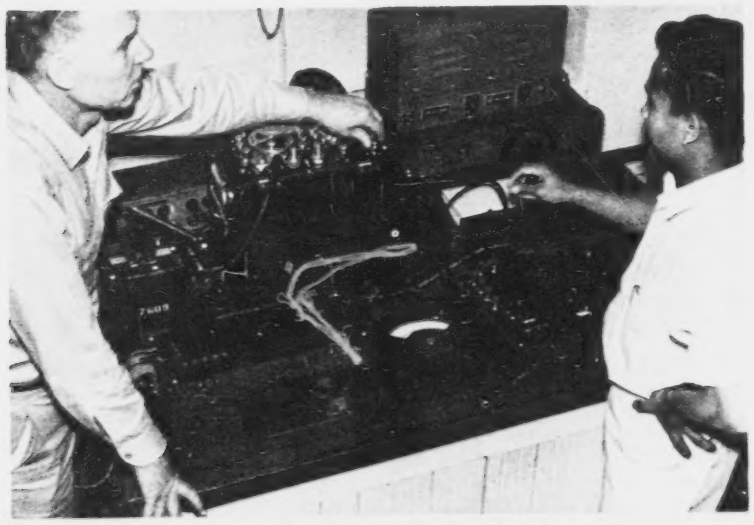
Standards of English proficiency have been raised in many American institutions. Most trade training centers are similarly requiring a higher degree of competency in English proficiency to enable the participants to benefit from lectures, understand related course work, and to fulfill requirements of the written work expected in technical courses. In spite of English test scores attained by Mission language examination, attendance at the American University Language Center for intensive language training and the resultant scores made on tests given at the AULC, numerous training centers still require the participant to pass another language achievement examination at the institution before being formally enrolled or accepted for training.

A difficult problem which concerns the Office of Education arises in the comparative evaluation of academic credentials and transcripts from countries in the Far East Area. The participants are not always able to understand the differences which exist between Asian educational systems and those in the United States. The participants are seldom aware that acceptance for enrollment or training at an institution is entirely the responsibility of the institution and must be in accordance with admission policy or regulations established by the institution.

The increase in the number of individual participants from the Far East increased the number of United States institutions used by the Office of Education. Two projects involving about 20 participants from Thailand were requested, with participants to be programed in separate institutions insofar as possible where sound programs in elementary and secondary education supervision were available. Even though this request met with some resistance from the participants because they preferred to "colonize" in a single school, this training resulted in each participant's gaining more profound and beneficial understanding of the

Chinese headmistress teaching game to American students

Tahi teachers study audio-visual aids



Indonesian studies testing in electricity shop

Indonesian training as foundry instructor

Thai vocational agriculture teacher on a Pennsylvania farm

overall project objectives which they were to obtain from the training.

A critical teacher shortage still exists in all Far Eastern countries. However, the number of participants coming from the Far East Area evinces the interest and desire of the government officials of these countries to reduce this shortage through the use of short-term programs as well as extended programs of from 1 to 2 years, if necessary.

Upon the return of the classroom teacher to his country, it is expected that he will be a better teacher and be able to serve as a potential trainer of teachers through participation in workshops, conferences, and seminars; while the administrators, supervisors, and other responsible officials should return with a better understanding of the requirements and techniques needed to fulfill their responsibilities in the development of a more effective and sound educational program in the country.

Philippines (79)

A 25.4 percent increase in participants' programs during FY 1960 indicates the continuing need and assistance provided in the development of education in the Philippines.

The programs were based more on individual training than on group or team training. Significantly, a greater number of programs were requested which called for training in higher education, involving subject fields such as physics, chemistry, mathematics, and supervision of vocational education. In 1960, vocational agricultural education continued to be the predominant field of study. As might be expected, nearly one-half of the total program emphasized the general area of vocational education. Of the 48.1% of the trainees in vocational education, the areas specifically included were: Vocational agricultural education (18 participants); trades and industries (10); business and distributive education (2); and vocational education administration (8).

A group of six young members of the Future Farmers of the Philippines, three of college age and three who would soon complete high school, were provided a special observation and study program designed to broaden and strengthen their understanding of education in the United States, with particular emphasis on the role played by the Future Farmers of America organization in vocational agricultural education. Selected States were visited where the participants were afforded experience designed to enrich their role in the development of youth leadership training of the FFP. One of the highlights of their program was their attendance at and participation in the National Convention of the Future Farmers of America held in Kansas City, Mo., in early October, 1959.

To add impetus to the development of apprenticeship training in support of newly passed legislation, and to strengthen the needed leadership to implement the legislation, two participants, Felizardo S. Camelon and Felix R. Tomas, came to the United States for 6 months' training to study apprenticeship programs and their conduct in selected States. The Office of Education arranged an itinerary involving observation and study in Philadelphia and Pittsburgh, Pa.; Cleveland, Ohio; St. Louis, Mo.; Austin, Tex.; and St. Paul, Minn. The summer session was spent in a study program at Colorado State University.

Other areas in which training was requested included training in child growth and development, elementary education administration, elementary science and related areas, such as the preparation of educational materials. Programs were also requested in adult education related to farm management/agronomy, marketing practices, and community education.

The Philippines-UCLA English Language Project, which involved the teaching of English as a foreign language at all grade levels in the Philippines, was continued in 1960. This training is part of the project assistance to community education which includes teacher training for elementary, secondary, and other phases of education. A total of 16 participants received 2 semesters of English training at the University of California at Los Angeles in conjunction with the Philippine Center for Language Study. As a part of the program, eight teachers also attended the Linguistics Institute at the University of Michigan during the summer of 1959, and eight attended the 1960 Summer Linguistics Institute at the University of Texas. Upon returning to the Philippines these participants teach English and serve as demonstration teachers and consultants in work conferences. They also supervise teachers in the elementary and secondary schools in the teaching of English as a second language. It is contemplated that eight additional participants will be sent to UCLA each year through FY 1962.

In addition to requests for programs in the field of vocational education and community development, USOM / Manila requested two training programs in the areas of guidance and tests and measurements which continue a pattern begun 2 years ago in 1957. These participants studied at Ohio University in Athens, Ohio, and George Peabody College for Teachers, Nashville, Tenn. The need to strengthen the overall

educational patterns and curriculums through better individual and group educational research techniques is recognized by USOM/Manila and the Philippine Government. Through sound counseling and guidance techniques, it is anticipated that more effective utilization of individual and/or group abilities will be achieved. These participants have returned to the Philippines and are utilizing the knowledge gained while in the United States in their classrooms and by participating in in-service training programs.

There was continued interest in the Philippines in providing adequately trained personnel to staff the Child Study Centers which have been established in the eight normal schools, so that pertinent data on the Filipino child's physical, emotional, and mental status and social environment could be gathered for educational purposes. (The present educational program in the Philippines is based primarily on the data on American children.)

During the fiscal year, two instructors, Mrs. Simplicia L. Capati, from the Albay Normal School, and Mrs. Nimia Lopez from Iloilo Normal School, took training in Child Growth and Development at the University of Maryland where they earned master's degrees. They also visited child study centers, and attended conferences and research centers in conjunction with their program.

Vietnam (76)

The program requested during FY 1960 is about two and one-half times larger than the program conducted for USOM/Saigon during FY 1959. The number of programs administered during FY 1960 in trade and industrial education alone (33) is slightly more than the total number of programs in FY 1959 (32). During FY 1960, 58 percent of the projects were in the general area of vocational education, while 43.4 percent were in trade and industrial education alone. To facilitate the general educational development program in Vietnam, 10 projects were submitted in secondary education, representing 13.16 percent of the total Vietnamese participation.

Low English proficiency continued to be a serious handicap to Vietnamese participants. This, coupled with an inadequate background in experience, maturity, and technical and vocational vocabulary, seriously retarded satisfactory progress in the achievement of program objectives. More than normal intensive language training was required by the participants at the American University Language Center before beginning their training programs. In some instances, even additional English training was necessary at the midpoint in their program, involving a period of from 2 to 3 months at the English Language Center, University of Michigan, before they could continue regular training in their respective fields.

A 12-month extension was provided 21 participants, involving two projects for the improvement of trade and industrial education in Vietnam. To facilitate the completion of these two projects and to provide a high degree of training, both in skills and theory, and to promote the assimilation of modern technical knowledge, arrangements were made with Oklahoma State University's Technical Institute to provide a special vocational teacher education program with particular regard to the educational programs of Vietnam.

Other major professional areas included in the projects submitted by USOM/Saigon were: Elementary education (5 participants); elementary school administration (3); teacher education (6); teaching of English as a foreign language (2); higher education administration (1); library science (2); and university physics, chemistry, science, and mathematics (2).

With the unusually large number of extensions provided the participants from Vietnam during fiscal year 1960, it can be anticipated that the number of programs to be supervised during fiscal year 1961 will be considerably larger. This will be particularly true in view of the general trend toward increasing the competencies of Vietnamese faculty members who will staff the new technical institutes and other educational institutions in Vietnam.

Thailand (50)

In comparison with the 52 participants programed in fiscal year 1959, the number of programs requested by USOM/Bangkok in 1960 remained almost constant.

Again, as in fiscal year 1959, Thailand concentrated on the training of educators at the elementary and secondary school levels. Almost half of the participants came for training in elementary and secondary education. The other projects during the fiscal year were greatly diversified, involving only one or at most two participants each, with the exception of two projects, one involving eight participants in physics, chemistry, science, or mathematics, and the other, seven in vocational agricultural education.

Twenty participants, whose programs were supervised by the Office of Education during fiscal year 1960, were sent to the United States as a part of the General

Education Development Program now under way in Thailand. Thus far, applications for programs for 11 more participants have been requested for fiscal year 1961 as a part of the continuing General Education Development Program.

A long-time plan has been developed by USOM/Bangkok and the Government of Thailand to provide trained leadership for the 12 centers of the GED Program which emphasizes teacher training on both the elementary and secondary education levels. The educational centers of this overall project are designed to improve education in Thailand through program development, experimentation, and demonstration in selected schools which provide for pre-service and in-service education for teachers. Achievement of the objectives requires many changes in curriculums, methods of teaching, facilities, equipment, and materials of instruction. Such changes will depend upon effective administration and supervision through which the staffs of the schools will receive necessary leadership, know-how, and direction.

A Supervisory Unit has been established in the Ministry and local supervisory units are to be formed in the project centers to assist and direct schools and teachers in making the changes indicated. The participants in training under this project are expected to return to work in the centers as supervisors, headmasters, or directors of instruction.

A total of 38 educational institutions cooperated with the Office of Education in training of participants from Thailand this fiscal year. The institutions were located primarily in the Rocky Mountain region and in the East. With the exception of a very few participants, the Ministry of Education for Thailand and the USOM sent well-qualified, dedicated teachers and administrative or supervisory personnel for this training. The training programs were a combination of academic study and observation of educational programs conducted by State and local school systems. The experienced American advisers assigned to the participants by each training institution provided considerable personal counsel and guidance during the development of their training programs.

Indonesia (53)

The number of participants in training from Indonesia decreased slightly during this period, from the 64 programed in fiscal year 1959 to 53 in 1960. Of the 53 Indonesians who were scheduled for training programs for periods of 6 months to 2 years, 11 were engaged in the study of trade and industrial education, 7 in the study of public administration, and 6 in business education. Six of the 7 in public administration were completing programs designed to extend over a 24-month training period. These participants will return to their teaching responsibilities during FY 1961 having, in most cases, completed the requirements for a master's degree.

Projects for training in trade and industrial education continue to emphasize quality of skill training, supplemented by teacher education and supervisory training. The largest subject-field group of participants from Indonesia in the Technical Assistance Program, 22, were in vocational education.

Of significance were 4 participants who studied in the field of health and physical education. These programs stress the importance to the Indonesian Government of physical fitness and health of their school children.

Other educational categories involving 1 participant each included: Special education, social anthropology, comparative education, economics, teaching of English as a second language, industrial chemistry, and educational research.

A special program was arranged for the study of university administration with emphasis on the functions and responsibilities of the Registrar's Office and/or the Office of Admissions. This program provided a 4-month period for Anjokrokusumo Djatmiko to visit, observe, and serve as an understudy, in an in-service capacity, of the Admissions Officer or the Registrar. As a part of his practical program in observing techniques, procedures, and operations of this Office, the participant was provided a period of 3 weeks for study and in-service training in the International Relations Branch, Division of International Education, Office of Education. At this time he was afforded an opportunity to assist in the evaluation of transcripts and credentials of international students desiring to enroll in universities and colleges throughout the United States. To provide a variety of experiences to Mr. Djatmiko, the following observation and study visits were arranged: Ball State Teachers College, Muncie, Ind. (2 weeks); Christmas in Georgia Program combined with the University of Georgia, Athens, Ga., (3 weeks); Georgetown University, Washington, D. C. (1 month); and short 1- to 2-day visits to Princeton University and the Educational Testing Service, Princeton, N. J.; Springfield College, Springfield, Mass.; University of Maryland, College Park, Md.; Phoenix College, Phoenix, Ariz.;

University of California, Los Angeles, Calif., and City College of San Francisco, Calif.

The extensive scope of training objectives resulted in the placement of 53 participants in 40 training centers. These centers were: Indiana University; University of Michigan; Teachers College, Columbia University; Cornell University; New York University; University of Wisconsin; University of Southern California; American University; University of Kansas; San Francisco State College; Stout State College; State University of Iowa; Case Institute of Technology; Carnegie Institute of Technology; Milwaukee Institute of Technology; Tri-State College; Loyola University; Georgetown University; Williamsport Technical Institute; University of Illinois; Yale University; University of Pennsylvania; University of Nebraska; Central Michigan University; North Texas State College; Ohio State University; Brigham Young University; Milwaukee Vocational and Adult Schools; Dunwoody Industrial Institute; University of Pittsburgh; Kansas State Teachers College, Emporia; State University of New York, Oswego; University of Tennessee, Gatlinburg Branch; Rider College; Kent State University; Indiana State Teachers College; Temple University; Utah State University; Syracuse University; and University of Utah.

Republic of China (Taiwan) (40)

The number of educators from the Republic of China who participated in training programs during FY 1960 was approximately the same as in FY 1959. Likewise, there was little change in the major fields which have been emphasized by USOM/Taipei in the preceding years. Forty-seven percent of the participants from Taiwan were programed in the area of vocational education. Training efforts in Taiwan still emphasized the development of trade and industrial education (6 participants); vocational agricultural education (3); home economics education (5); and vocational education supervision (5). Another 6 participants were programed in the area of tests and measurements, including guidance education. Emphasis on vocational education evidenced continued efforts by Free China to develop the economic and industrial resources of the country as expeditiously as possible. Other areas of study in which 5 participants received training included: Elementary school administration, educational materials development, higher education administration, science education, engineering, and community development through rural schools.

There was a noticeable trend toward emphasis on guidance and tests and measurements as evidenced by 6 participants' being trained in these skills during FY 1960.

Since there were no team projects involved in the above programs, a larger number of training institutions were called upon to provide necessary training resources: Indiana University; Michigan State University; University of Nebraska; University of Tennessee; Virginia Polytechnic Institute; Texas College of Arts and Industries; Florida State University; Pennsylvania State University; Stout State College; Stanford University; George Peabody College for Teachers; Purdue University; University of Washington; University of Minnesota; Harvard University; Teachers College, Columbia University; University of California, Berkeley; University of Georgia; and Oklahoma State University.

The participants selected from Taiwan continued to be of high caliber and possessed the characteristics of extreme diligence and sincerity. They evidenced an intense interest in achieving their training objectives, often exceeding the requirements of their projects. Although considerable effort was made to improve the participants' working knowledge of English prior to their departure from the Republic of China which enabled them to make reasonably good progress, a higher proficiency in the English language is desirable. Universities, colleges, and other training institutions are requiring higher proficiency levels than they did previously. The degree of professional development of an individual is directly related to his ability to comprehend the English language. With the increased enrollments in American centers of higher learning, including trade schools, admissions are becoming increasingly difficult to obtain if there is any doubt that the participant is not sufficiently able to communicate effectively.

Korea (21)

Korean participant programs were more diversified in FY 1960 than during FY 1959. Although more than one-half of the programs requested were in the area of vocational education, other programs were requested in school construction and architecture, secondary school administration, economics, and the sciences, including physics, chemistry, mathematics, and science education. In all of the areas of study, an important phase of the training emphasized the strengthening of teaching skills.

A special team of three participants was programed in industrial educational

supervision for a 4-month period. To accomplish the project objectives, they were enrolled for one academic quarter in a special program arranged and conducted by the University of Minnesota, Department of Industrial Education. This academic placement was followed by an intensive itinerary of visits to and conferences with industrial education supervisors in selected State Departments of Education before the team returned to Washington, D. C., to participate in the pre-departure evaluation of their training program. These trained supervisors will provide the strong nucleus of leadership so greatly needed in the expanding program of industrial education in Korea.

The majority of Korean participants trained during FY 1960 in vocational education were programed to improve needed skills in the manipulation of hand tools and machine processes through practical training as well as to increase their teaching competencies in these specialized fields of study.

A decline in the number of team projects from Korea resulted in the utilization of a larger number of individual training institutions.

Institutions where training was provided for participants from Korea included Dunwoody Industrial Institute; University of Minnesota; Michigan State University; Oklahoma State University; University of Delaware; Colorado State University; North Carolina State College of Agriculture and Engineering; and the Philadelphia Textile Institute. During the summer months, Stout State College and the Texas College of Arts and Industry provided either a seminar or a workshop particularly designed to complete the training requested by the Mission and the Government of Korea, and to provide the participants with needed teaching skills which would prepare them to do a better job when they resume their duties in Korea. The participants benefited considerably from the itinerary of professional visits arranged as a supplement to their scholastic program. Through conferences with specialists and leaders in their respective fields, they obtained a more practical understanding of the role played by the American supervisor, department foreman, or director.

As the "third country" program in the Philippines gains momentum, it is anticipated that only well-qualified Korean participants or those requiring training not readily available in Korea or the Philippines will be sent to the United States.

Cambodia (7)

Seven participants from Cambodia were programed during the FY 1960 under the Rural Development Through Education Project. Regrettably, all of them were here for short-term programs. Six stayed for only 6 months, and one came for 9 months.

One team of five persons was sent to study for 6 months in order to help modernize and extend secondary education in Cambodia. Two members of the team were sent to Teachers College, Columbia University, to study the teaching of English as a second language, and a third member studied home economics at New York University. After their academic work, they visited private schools in New York, New Jersey, Pennsylvania, and Maryland to observe and study the organization and administration of secondary schools. The fourth and fifth members of the team studied industrial arts education for 1 semester at the University of Florida. They also visited schools in Gainesville and Miami. All five were handicapped in their academic studies because of a limited knowledge of English and the short period of time that they were able to stay in the United States.

One participant, Meng Tech Tea, came for 6 months to study library techniques. During the first half of his program, he visited libraries and bookmobile projects in New York, Virginia, and Michigan. During the summer months, he took some academic training in library science at the University of Chicago. He had little knowledge of library work before he came, but he did gain considerable information about library science during his 6 months' stay.

A 9 month program in elementary textbook writing and teaching aids was arranged for Pak Samay Mensana. During the 1960 summer session, he was enrolled as a special student at Eastern Michigan University in Ypsilanti, and also prepared a preprimer. He then spent approximately 1 month at Children's Press in Chicago. During the fall semester, he attended Indiana University as a special student and took courses in elementary education. During that period, he undertook the preparation of the complete outline and the writing of selected chapters of a first-grade arithmetic book. Following his academic training, he visited textbook companies and conferred with publishers to learn more about writing, publishing, and printing. Mr. Mensana was a good choice from Cambodia for this training as he had sufficient knowledge of the field to benefit from the experience. He was thought of as an able and industrious young man. (His English proficiency was good as

he had previously spent a year in the United States studying English and the preparation and use of teaching aids.)

It is significant that interest is shown in rural schools and teachers which places emphasis on rural, community development. This should strengthen and hasten the development of the country by bringing education to the masses who, until this time, have been seriously deprived of educational opportunities.

Laos (3)

Training programs for participants from Laos during FY 1960 were minimal. The three participants programed this year studied in the area of elementary education where the beginning of a sound educational system must originate. It is not anticipated that an increase in Laotian participants will be forthcoming during FY 1961 because of internal problems in that country. In view of the available "third country" program, success will be difficult to determine. Since the participants have recently returned to Laos, little can be said about the effectiveness of their training in terms of the further development of education in that country at this time. In evaluating their programs while in the United States, they were considered to have adequately achieved the program objectives for which they were sent.

B. NEAR EAST AND AFRICA

For a number of years the largest number of participants for whom training programs have been arranged by the Office of Education came from the Far East. However, during Fiscal Year 1959, the margin of difference decreased between the Far East Area, which had 274 participants, and the Near East-Africa Area, which had 182. In FY 1960, suddenly increased activity in the Technical Assistance Programs in the Near East and Africa brought the two Areas to almost equal numbers. In fact, the total of 330 participants from the Near East and Africa was only eight less than the total from the Far East. This represents an increase of 81.3 percent over FY 1959, and more than twice the number programed by the Near East-Africa Unit during FY 1957 and 1958, the total remaining constant for each of these 2 years. Participants came from 19 countries, the largest number since the initiation of the Technical Assistance Program in the Office of Education. These countries, listed in order of numerical representation, were:

Turkey	70	Ethiopia	9
Iraq	55	Somalia	9
Egypt	50	Morocco	8
Tunisia	28	Nepal	4
Sudan	26	Libya	3
Iran	19	Pakistan	3
Afghanistan	13	India	2
Jordan	10	Rhodesia	1
Liberia	10	Lebanon	1
Ceylon	9		

Continued interest in the Technical Assistance Program placed Turkey, with 42 new participants and 28 carried over from FY 1959, at the top of the list with the largest number for the second consecutive year. Of the total, more than one-third initiated degree programs, preparatory to returning to positions in which, for the most part, their training will be utilized by the Bureau of Research and Measurements, Ankara University, Ataturk University, and the various teacher-training institutions.

The next three largest projects were from -- Egypt, Iraq, and Tunisia, respectively -- in contrast with FY 1959, when there were only three participants from Tunisia, all carried over from FY 1958; nine from Iraq, some of whom had been here for several years; and none from Egypt. Because of the difficulties inherent in these projects, they were perhaps the most exciting and challenging of the year. Satisfactory program arrangements, after weeks, and in some individual cases, even months of anxiety, brought to everyone concerned a deep sense of satisfaction. The problems encountered in programing for the Iraqis and the Egyptians were similar, in that a new group of 35 Iraqis and 50 Egyptians arrived at midyear with insufficient advance notification and in many instances, with insufficient documentation. The problems encountered in the Tunisian Project were quite different, as the new group of 25 French-speaking young women came as a unit during the summer for a special 3-month, bilingual instructional program in teacher education. Most of these participants had not yet completed normal school, and only the "dean" of the group, a woman slightly older than the others, spoke English, thus necessitating interpreters for the entire 3 months and the presentation of all instruction in the French language.

The Sudan increased its number by 15 new participants during the year, all but 1 of whom were in vocational or trade and industrial education. Iran, with approximately the same number of participants as last

year, continued to send officials from the Ministry of Education and Ostan and Shahrestan Chiefs of Education, as well as teachers and supervisors, a procedure which appears to be unusually successful if one can judge by the cooperative attitude exhibited by these persons toward each other. The number of participants from Afghanistan and Somalia almost doubled in number, while those from Liberia and Ethiopia, especially from Ethiopia, after several years of rather intense activity in ICA training programs, declined sharply. The decrease in the number of Ethiopian participants programed by this Section may be attributed in part to an increase in the number of ICA-sponsored University Contracts, and in part by the larger number of students now being sent to the American University at Beirut.

As one might surmise from the fields of specialization already indicated, the pattern has been altered and broadened from that of recent years. To be sure, approximately one-fifth of the fields covered were in teacher education, following last year's trend to a certain extent. An almost equal number were in educational administration or educational testing and research, indicating a shift in emphasis in education, per se. Otherwise, aside from a small number of participants in scattered fields, such as geography, accounting, personnel management, arts and crafts, and English, the remainder were all in vocational, trade and industrial, or highly specialized technical education, with various engineering specializations predominating.

The participants themselves have ranged from those of average intellect to those of outstanding brilliance, and the majority have been well chosen. Lack of facility with the English language has posed the greatest difficulty for the participants, for the training centers to which they have been assigned, and for their program officers in the Technical Assistance Section. During the course of the year, this lack has been overcome by all but a very few, who found the effort too great and preferred to return to their homes. However, this problem has been recognized by everyone concerned as a serious deterrent to the successful completion of training programs, and many English language institutes are being established in more and more countries participating in the ICA Program. The coming year should present a different picture, as participants originally recommended for arrival in September 1960, are to be delayed until their English scores are satisfactory for admission to our colleges and universities.

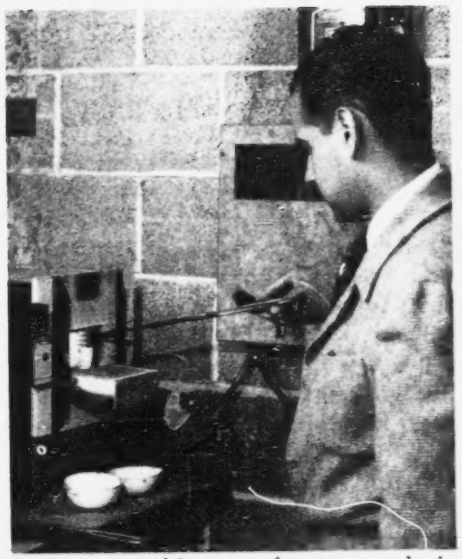
Turkey (70)

As had been anticipated, the participation of Turkey in the Technical Assistance Program expanded further in FY 1960. Contributing to this expansion were three itinerant-type group projects, which included two teams of 5 Education Inspectors and one team of 6 members of the Turkish Board of Education from the Ministry of Education. In addition, many Turkish participants who began their programs in FY 1959 were carried into FY 1960 in order to continue study toward master's or doctor's degrees. The remainder of the increase was accounted for by individual programs in a variety of fields, such as tests and measurements, educational administration and supervision, elementary education, secondary education, and teacher education in specialized subjects.

The two teams of Education Inspectors, mentioned above, spent 4 months on an itinerary of observation of public school organization and administration with emphasis on practices in educational supervision. The members of the Turkish Board of Education followed an itinerary of the same length and general type. The several State Departments of Education which these three groups visited were of much assistance in arranging for them to see local schools.

Dr. Sabahattin Ozbek, President of Ataturk University, which was recently established in Eastern Turkey, participated in an 8-week program in the field of university administration. Dr. Ozbek spent 3 weeks at the University of Michigan and 3 weeks at the University of Nebraska which has an ICA contract with Ataturk University. Five university officials from Taiwan, Chile, Costa Rica, and Cuba also participated in program.

In recognition of the need for the compiling of more thorough statistics and records by the Research and Measurements Bureau of the Turkish Ministry of Education, there has been a recent emphasis on the training of participants who are employed by the Bureau. Of four in this category who arrived in FY 1959, three were still on hand for FY 1960, working toward advanced degrees. A 6-month program in the use of electronic computing machines in educational research and measurements was arranged for the Assistant Director of the Research Department of the Research and Measurements Bureau. This was the first such program arranged by the Office



Jordanian making test furnace analysis

Libyan studies
American crafts

Liberian trains as automotive instructor

Libyans study
handicrafts

A Somali and Nepalese discuss educational recordings

Iranian studying weaving in U. S.

Sudanese instructor in heavy equipment

Indian vocational instructors observe shop practices

PARTICIPANTS IN TRAINING - NEAR EAST-AFRICA

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of Education and involved both formal classwork in IBM Education centers and an itinerary which included colleges having electronic computing installations.

Another program of a rather unusual nature was that arranged for a woman architect from the Ministry of Education who had been designated to draw the plans for a proposed new teachers college. Her program included academic study at Teachers College, Columbia University, and visits to State Departments of Education, schools, and colleges in order to observe and discuss trends in American college architecture.

Many of the Turkish participants arrived in the United States with a knowledge of English that was insufficient to accomplish the purposes of their training programs. Some made up their deficiency in a few weeks or months. Others were not so fortunate, and after many months were still unable to carry a full load of academic work. It has been indicated that the Mission is aware of this problem and that steps have been taken to insure that all participants have an adequate knowledge of English before undertaking their training program.

Iraq (55)

Of the 55 participants from Iraq, representing next to the largest group within the Near East-Africa Area, 53 were new participants. Of the two who began their programs in the previous year, one arrived in January and the other in June 1959. Thus, the Iraqi program for FY 1960 was an almost entirely new one. The participants represented many different areas of study and many of them were well qualified and strongly motivated toward further professional development.

The educational project in Iraq has two major areas of emphasis. The first of these envisioned advanced professional training for members of the faculty of the newly organized University of Baghdad, and for members of the Ministry of Education. From these groups, the USOM/Iraq recommended 45 participants to ICA/Washington who were assigned to the Office of Education. Most of these participants sought advanced academic degrees in the following fields: physics; public administration; public finance; horticulture; vocational-agricultural education; electrical, civil, and mechanical engineering; demography; educational statistics; educational administration; geography; and comparative law.

The second area of participant training was in the field of teacher education, usually involving teachers of technical or other specialized subject fields. The most numerous groups were in the teaching of English as a foreign language and in vocational-technical education, including air-conditioning and refrigeration, industrial sewing, library science, mathematics, electrical technology, radio and television, foundry, and auto mechanics.

Although a few of the fields of study are difficult to classify, such as the procurement, distribution, packing, and instruction in the use of science laboratory equipment and supplies, it is significant that most areas of educational instruction, administration, and services were represented. Of the total of 55 participants, 41 had academic degrees as an objective of their study, including 7 bachelor's, 29 master's, and 5 doctoral degree candidates.

During the year, a number of participants returned home prior to the completion of their programs, most of them for reasons of health or similar difficulties. At this time it is not possible to evaluate the total program in the light of successful attainment of the training objectives, since only three participants have completed a full year's training. It is to be expected that some may not complete their degree programs. Even these, however, will have received considerable benefit from their training programs.

Several of the participants have done outstanding work. Among these can be mentioned Alex Boghossian, working for a master's degree in electrical engineering at Cornell University; Shakir N. Haider, working for the J. D. degree in comparative law at the University of Michigan Law School; Adnan K. Omar, working for the bachelor's degree in vocational education at Indiana State Teachers College, Terre Haute; and Mohammed R. Taka, working for the master's degree in agricultural education at Oklahoma State University.

Mr. Omar, whose previous education had been entirely in technical training and who is a competent foundry technician and teacher, had not had any previous educational training in academic fields, and by Iraqi standards would not be qualified for admission to a college or university. Admitted first as a special student, Mr. Omar's earnestness and intelligence have been strong assets in helping him to overcome his academic deficiencies and to make excellent progress in his pursuit of an academic degree. His problem is a good example of how a rigid separation of technical and academic instruction on the secondary level makes a change of direction difficult for a person with a purely technical training who later wishes to do university work.

The achievement of the persons cited above is in some measure due to their excellent command of the English language. Fluency in English for foreign students, otherwise qualified, is the key to success and is crucial for those in graduate study. This factor, a common problem in international education and not unique to the Iraqi projects, is dramatically demonstrated by the Iraqi participants. The successful work of these persons stands in strong contrast to those who have had to spend from 4 to 6 months attempting to secure sufficient facility with English before they could enter upon training programs in their fields of specialization.

United Arab Republic—Egypt (50)

In contrast to 1957, when 5 participants came to the United States from Egypt under the Technical Assistance Program, and 1958, when none came, FY 1959, with 50 new participants, is a dramatic change. This has resulted from rapidly increasing industrialization which requires trained technicians in many fields. The circumstances surrounding the arrival of this group were no less dramatic and challenging than the abrupt change in the opportunity to offer training programs to persons from the United Arab Republic. The 50 programed by the Technical Assistance Section are a portion of the total number of 110 participants in the major project designed to provide specialists in government services for the Government of the UAR and for private industries closely related to the economic development of the UAR.

The participants arrived in early December, some with their families, eager to work and ready to begin their programs of study immediately. Their arrival, close on the heels of applications and credentials, at a time when normally there are few participants in Washington, created some unusual and interesting situations. All of them had as their immediate academic goals an advanced degree, the Ph.D. being the most common objective, in highly specialized fields. In addition to the more normal areas of study such as civil or electrical engineering, these fields included leather technology, dyes and stains, water analysis, cement chemistry, harbor construction and maintenance of river vessels, and industrial knitting. Not every attempt to convince some of the participants that it would be necessary for them to earn their degrees in the broader fields of academic study was successful. Admitting the participants for graduate study in the middle of the academic year was not possible in some universities because of the sequence of courses and because a few had insufficient academic preparation. However, by the beginning of the second semester of the 1959-60 academic year all participants had been enrolled in a university, with one exception.

The participants are now enrolled in 23 universities in 14 States. No single university has more than five members of this project, and in those universities that have as many as five, none has the entire number enrolled in the same school or department. These figures are cited to point out that these are individual programs, each with aspects requiring special attention.

Most of the placement problems for these people have been solved. The question of the exact degree expected by the participant and the relationship of the academic degree to the highly specialized technical training have been reviewed on a continuing basis, and some adjustments have been made, either in the program itself or in the degree objective.

On the whole, the participants are well qualified, personable, single-minded toward their objectives, and eager to make good records. In an appreciable number of cases, faculty advisers have commented most favorably on the ability and attitude of the participants. The statement, "he is the finest foreign graduate student I have ever had," is not unique.

The present program, with its emphasis upon advanced degrees, is somewhat unusual in the sense that this is the first time that all the participants from a given country have come with the objective of academic degrees. It is anticipated that the majority of these participants will remain under the sponsorship of ICA and the Office of Education for several years.

Tunisia (28)

Tunisia has one of the world's highest birth rates; hence, the first concern of educational planners is the approximately 849,000 children between 6 and 14 years of age, of which only 320,000 actually attended school in 1958-59. Tunisian officials estimate that 68,000 more children each year must be sent to school if the goal of total school attendance is to be achieved by 1968-69.

In an effort to provide education for more children, Tunisia changed its educational system several years ago. An important feature of this reform was the reduction of a 30-hour week to a 15-hour week for the first 2 years of primary school. Children in the remaining 4 years of the

primary school now attend school on a 24-hour-week basis, instead of the traditional 30-hour week. These reductions in hours release more than 800 teachers for new classes and new schools.

Other reforms brought about the establishment of a Terminal Intermediate Section extending over a 3-year period and providing a General Section for students in basic, nontechnical subjects, a Commercial Section for training students in basic commercial subjects, and an Industrial Section for training students in basic and technical fields. This is essentially secondary education, though terminal in nature. Cutting the regular secondary course from 7 to 6 years, the Education Ministry divided the 6-year secondary program into two 3-year periods. During the first 3 years, the students may enroll in the General Section, the Economic Section, or the Technical Section. In the second 3-year cycle, each of the Sections is subdivided so that the studies are directed to favor the aptitudes of the students. The General Section is subdivided into modern languages, classical languages, science, mathematics, and teacher education. The Economics Section trains students in basic economic matters and prepares them for higher economic studies, and also offers accounting and secretarial studies; and the Technical Section is subdivided into the technical mathematics division, preparing students for higher technical studies such as engineering, and the industrial division, which includes several fields of specialization, such as mechanics, topography, building trades, and the like, to provide the country with skilled technicians in the various branches of industrial activity.

The 28 participants programed by the Technical Assistance Section during FY 1960 all arrived during the year, 25 of them coming as a group early in the year for a special 3-month program, and the remaining three arriving in March for a year of study and practical training in bookbinding and printing.

The three participants specializing in bookbinding and printing were recent graduates of a technical school offering a terminal education program, and only one of them had had any experience in his field of specialization. Before entering Stout State College, Menomonie, Wis., at the beginning of the Summer Session, the three men participated in a supervised practical training program in printing at Bell Vocational High School in Washington, D. C.

Programing for a group of 25 young women was unique in the history of the Technical Assistance Section in the Office of Education. This was the first sizable group of women to come from one country on a single project, and the first women to come on this Program from Tunisia. The group comprised 24 students, all French-speaking, who had yet to complete their normal school training or who had graduated just prior to departing for the United States, and their leader, a young woman teacher who had previously studied in this country. This was a new and strange experience for most of them, many of whom had never ventured outside their homes without a chaperon. Their lack of knowledge of English necessitated interpreters for all formal programs and group activities. However, before the end of the 3 months, all of the women could communicate in English well enough to carry on intelligent conversations. This made it possible to divide the group into units small enough in size to take advantage of the many invitations for home hospitality extended to these participants.

A special 2-month, seminar-type program in teacher education was arranged for the group at Ohio State University by the Office of Education. Class instruction, presented in French, included history and philosophy of education in the United States, school organization and administration, specific teaching methods for languages and social studies, and basic methods for general elementary and secondary instruction. Two staff members at Ohio State served in the dual role of instructor and interpreter during the 2-month period at the University, and Prof. Arch O. Heck served as Coordinator of the project. Careful planning was needed to give the young women a sound instructional program combined with co-curricular activities designed to acquaint them with the American way of life, both on and off the campus, and yet to meet the requirements specified by the Tunisian Government.

Social and class schedules were so arranged that there was little free time left during the week. Most of the weekends were taken care of by the "Friendship" families which had been assigned to each two girls. This provided new and happy experiences for them, and solved many problems of homesickness.

The final week in Ohio was spent in Richland County, where the Tunisians lived as members of the host families in farm homes, visited the office of the County Superintendent of Schools and schools under his direction, and participated in community activities. En route back to Washington, combined educational and cultural programs were arranged in Chicago, Buffalo,

and New York City. Volunteer hospitality groups assisted the interpreters in all activities planned for the group in each city, and for a group which had been so personally guided during the 2 months in Columbus, the results of the trip were surprisingly good.

A group older in years might have gained more from some of the class instruction; however, the overall benefits appeared to be greater than one might expect. The members of the group themselves were enthusiastic over their experiences, and the close personal, as well as the more general friendships formed have almost certainly resulted in winning staunch friends not only for the United States, but also for Tunisia.

Sudan (26)

In the second year of its participation in the Technical Assistance Program, the Sudan sent 26 teachers, prospective teachers, and educational administrators to the United States for a year or more of training in the following technical fields; civil, electrical, and mechanical engineering; metallurgy and welding; library science; automotive mechanics; machine shop; carpentry; vocational education; metal work; cabinetmaking; electronics; and industrial education. For the training of this group, 12 universities, colleges, and institutes located in the Northern and Central States were selected. Of the 26, 10 returned to the Sudan as scheduled; the others received extensions of time to pursue degree programs or to complete program objectives.

An important point that should be mentioned is that the Sudanese participants usually experience little or no difficulty in the use of the English language. This is attributed mainly to the fact that English becomes the medium of instruction in the first year of the secondary school. Another point is that the Sudanese participants are strongly motivated toward attaining an American degree prior to their return.

Almost all the Sudanese are sent to be trained for positions in the Khartoum Technical Institute, where they can contribute significantly toward the realization of the ultimate objective of assuring the addition to the Sudanese economy of an estimated 1,650 technicians and 2,700 craftsmen annually. Technical education is urgently needed in a developing economy, and this type of education at the present time is being provided by the Khartoum Technical Institute, which is constantly plagued by a teacher shortage. It is apparent that vacancies for teachers in technical fields are difficult to fill, the shortage being offset by bringing in foreign nationals from the United Kingdom, Egypt, Lebanon, India, and Israel. It is a fact that all technical school instructors at either the intermediate or secondary level are assigned to particular schools in the Sudan and are thus considered to be employed by the Khartoum Technical Institute, even though they are under the supervision of the headmaster of the school in which they are teaching.

In planning the programs for these participants, the Office staff took into consideration the unusual organization of the Khartoum Technical Institute, where courses are taught in general education and vocational and technical education as well as engineering. The Khartoum Technical Institute, patterned after the British technical institutes, differs from our institutes in that the basic patterns of education, especially in the areas of trade and industrial education and various phases of engineering, are blended.

Iran (19)

The continuing strong interest of the Iranian government in educational development and the work of the ICA personnel in Iran were evidenced by both the number and quality of the participants who came during FY 1960. A total of 19 Iranians took part in educational training in the United States, most of them for programs of from 4 to 6 months. The quality of the participants remained high and many were key people in the development of the educational projects in Iran.

There has been some recent modification of these projects which are now classified according to six major areas: business education, general education, vocational education, home economics, fundamental education, and physical education and youth activities. Within each major area, the scope of the programs has been broadened; for example, in the area of general education, counseling and guidance and curriculum development have been included, and in the area of vocational education there appears to be less of a general emphasis and more attention to trade and industrial education, agricultural education, and industrial arts.

Reports from the USOM/Iran indicate that the following problems in Iranian educational development are most pressing: (1) The need for more and better qualified teachers; (2) the need for better trained and effective supervisory personnel at all levels of educational administration; and (3) development of the cooperative approach

between national, shahrestan, ostan, and local officials in identifying and solving educational problems. From this, it is obvious that Iranian educational objectives met and continue to meet a most sympathetic response from American educators.

The participants coming to the United States clearly reflected the attempts to meet these needs in the various areas of education described. One participant represented the field of counseling and guidance; one, the field of physical education and youth activities; two, the field of home economics. These two came for degree programs; one of them completed her degree during the year, the other entered upon a doctoral degree program in September. The largest number of participants was found in the field of educational administration. Included in this number were two teams of ostan and shahrestan Chiefs of Education, who undertook short intensive itineraries. Both groups were very responsive to the efforts of State and local school administrators to give them a good program of visits and conferences.

The remainder of the participants were on individual programs that emphasized administration and supervisory training in the fields of elementary, secondary, and vocational-industrial education.

The personal qualities of all the Iranian participants and the high degree of their professional interest and ability have created a most favorable reception for them everywhere. Reports submitted by them and by others concerning them have consistently underlined these qualities. In particular, Esmail Valizadeh, Head of the Department of Elementary Education, Ministry of Education, has written some of the finest reports submitted to the Office of Education, and he was received hospitably by school and public officials in each place he visited.

Afghanistan (13)

Afghanistan's first Five-Year Plan will terminate this year, and the Ministry of Planning, which was not in existence when the Plan was developed, is already preparing to set up the second Five-Year Plan. This is indicative of other changes which have taken place throughout Afghanistan, and of the interest in progress among the people and Government officials. Budgeting and accounting laws, planning committees concerned with public school education, new buildings for Kabul University, new standards for admission to the University, and the Institute of Education with its greatly expanded program of special projects all deserve consideration by one who wishes to understand what is taking place in Afghanistan. Much of what is happening results directly or indirectly from cooperation between the Government and ICA personnel, from the work of Universities under contract with ICA, and from the efforts of participants who have returned after training in the United States. Two institutions, the University of Wyoming and Teachers College, Columbia University (TCCU), continue under contract with ICA, and the various Ministries are apparently working in close cooperation with the representatives of the universities.

In 1959, Parliament passed budget and accounting laws for Afghanistan, one of the major steps toward improving fiscal management. The law is similar to the U. S. Budget and Accounting Act of 1950, and has resulted in the approval for the first time in Afghanistan of a fiscal year budget prior to the beginning of that year. This was one of many "firsts" for this year, all resulting from projects of the Technical Assistance Program.

Other "firsts" of importance includes the planning meetings for public school education of October 1959, sponsored by the Ministry of Education. Education committees were organized with representation from the Ministry, Kabul University, and various aid agencies, and they were assisted by ICA/Afghanistan. The Ministry has also shown keen interest in developing an improved education program for girls in the fields of business education and home economics. Among a number of other significant developments in women's education this year were the establishment of a new laboratory school for girls, the opening of 13 newly organized, self-contained classrooms in two girls' schools, the reopening of the Arts and Handicrafts Workshop, and the fact that an increasing number of women participated in in-service teacher-education programs. The Institute of Education, directed by the TCCU Team, has been responsible for many of these advances, and has also been successful in developing four English readers, which are to be tested in Ebn-e-Seena and Darul Mo'Allamein classes. In addition, they have initiated in-service programs for teachers of the elementary laboratory schools; established a laboratory workshop where experimental science teaching apparatus is designed, and tested the achievement of more than 1,200 sixth-grade graduates. Perhaps the most notable achievement of the Institute was the development of entrance examinations for applicants for admission to Kabul University.

All of the participants programed by the Technical Assistance Section of the Office of Education during FY 1960 had worked with staff members of ICA/Afghanistan or with representatives of one of the universities under contract before coming to the United States. Two of them had studied at TCCU previously, and after putting their training into practice under TCCU Team members in Afghanistan, they returned at midyear for further study. Of the total of 13, 7 were new arrivals during this fiscal year, with the remainder carried over from the previous year; and all but 2 came for bachelor's or master's degree programs. Only 1 had serious difficulty with English, and even she managed to complete the requirements for the master's degree within the period of her grant. The 2 who did not follow degree programs were Dr. Abdul H. Ziai, Dean of the Faculty of Economics and Educational Counselor to the Ministry of Education, and Mohammad Miakhale from the Kabul University staff. Some complications were encountered in arranging their visits, as the Office of Education learned just before their arrival that the length of their joint visit had been reduced from 3 months to 1, and that Mr. Miakhale's position had been changed from Vice General Director of Publications and Education at the University to that of Superintendent and Director of Buildings and Grounds. After a month with an exceedingly crowded schedule, Dr. Ziai, who has his doctorate from the Sorbonne, returned to Afghanistan, but Mr. Miakhale remained at TCCU on the ICA/TCCU Afghanistan Contract, for academic study leading to a master's degree.

The fields of specialization of the seven new participants who arrived in FY 1960 included science education, agricultural education, tests and measurements, curriculum development, general education, and educational administration. No one participant deserves special mention above any other as all of them were of high caliber. Without exception, they had good academic training in their own country and were fully acquainted with the objectives of their programs in the United States.

English does not seem to be as difficult for Afghans to master as it is for participants from some other countries. Another factor contributing to the successful completion of degree programs by participants from Afghanistan is that a reasonable amount of time is allowed them, so that they are not placed under pressure to complete the degree requirements in the shortest possible time, as is so often the case with participants from other countries. Thus, they have time to combine academic work with practical training or observation.

Jordan (10)

The staff of the Technical Assistance Section has noted a definite trend in the desire of participants from Jordan to earn degrees, especially those in agricultural or industrial education. Although instructions contained in the project implementation orders did not indicate degree objectives, the great majority upon arrival asked for permission to work for degrees. Without interfering with previously stated objectives, 8 of the 10 included in this report have completed or will complete degrees by the end of their training programs.

Half of the participants from Jordan majored in the field of agricultural education. For this group, Oklahoma State University was selected and there the young men became thoroughly familiar with the basic principles of farm mechanics and farm shop work. They obtained a practical approach to learning through the use of individual projects, field trips, and a variety of visual aids along with their regular classroom work. In each case, they observed public school programs in vocational agriculture, visited farm families, and attended conventions. Those who have returned home have resumed their regular teaching positions or have been promoted to positions as instructors in the Kadoorie Agricultural School in Jordan.

The Jordanians as a group not only have had an excellent knowledge of English but have devoted untiring energy to accomplishing the objectives for which they were sent to this country.

Liberia (10)

The reduced number of participants from Liberia during FY 1960 than heretofore is attributed to the temporary fiscal difficulties being experienced by the Government of Liberia. It is hoped that more funds will be provided for the evolving projects when the new iron mines and rubber plantations come into production in the near future. While the number has not been large, the results of participant training programs continue to be excellent and there is evidence to substantiate the claim that Liberians who have participated in the Technical Assistance Program are assisting in implementing the expanding program through research and experimentation designed to improve the educational system.

Of the 10 participants undergoing training during the period of this report, 5 were

in the field of teacher education at the elementary school level, 2 in educational administration, and 3 in civil engineering in preparation for future work on Liberia's highways and bridges. Of the group in teacher education, 2 received master's degrees in elementary education at the University of Nebraska. Three studied at Western Michigan University, where 2 of them accomplished the objectives of their programs and returned to Liberia, while 1 received an extension of time to complete requirements for the master's degree. Mrs. Edith Kamara who received the M.S. degree from Western Michigan University was appointed Director General of Elementary Education for Liberia upon returning to her country in June 1960. The 2 participants in educational administration divided their academic programs between Illinois State Normal University and Kansas State Teachers College at Emporia. They then followed an itinerary which took them to several teacher-education institutions in the South. The 3 in civil engineering were placed in Lafayette College, where one completed a 1-year program after which he returned to Liberia. The other 2 received extensions of time and are continuing degree programs at the College.

Ceylon (9)

For the past 2 years the government of Ceylon has promoted a program in science education in order to expand the teaching of science in Ceylonese schools, a project which was initiated by UNESCO in cooperation with the Ministry of Education. The Ministry hopes to include the teaching of science in the regular curriculum of its schools by 1962.

To obtain the objective of having science taught in all schools, a concentrated effort is being made by the Ministry of Education, with the assistance of ICA, to introduce especially suitable science courses, obtain adequate equipment and train science teachers as well as a supervisory staff. As a result, six teachers being trained for positions as school inspectors and the Assistant Director of Science Education account for seven of the nine participants from Ceylon who are included in this report. Of the nine, two were carried over from the previous year; the seven new arrivals will continue their programs into FY 1961.

It seems appropriate to emphasize the leadership and ability of J. Alles, the Assistant Director of Science Education for the Ministry of Education in Ceylon. An outstanding participant who is now attending Cornell University, he was selected as the seminar leader in the Shell Fellowship Science Program. Also worthy of honorable mention in science education is John Jayasuriya, School Inspector for the Ministry, who completed a 10-month program at Oregon State University, where, in addition to receiving top grades, he became familiar with the operation of Mobile Science Units to the extent of being able to organize such Units upon his return to Ceylon. Two other Ceylonese participants, Pathithinikuttige Nonis and Hemachandra Punchihewa received master's degrees in science education also at Oregon State University with outstanding grades and honors.

The two participants not in the science area were Dr. Henry Goonewardene, Deputy Director of Health and Physical Education for Ceylon, and Ranasingha Naranpanawe, District Inspector of Health Education. It became necessary for Dr. Goonewardene to return to Ceylon after only 3 weeks as a result of the assassination of the Prime Minister. On the other hand, Mr. Naranpanawe became a top-ranking student in his classes at Indiana University, where he was included on the Dean's List of Honor Students and was among those foreign students receiving special commendation at the University's Founder's Day ceremonies.

The participants sent to us from Ceylon have been of the highest type, possessing superior intelligence, seriousness of purpose, and an excellent command of the English Language.

Ethiopia (9)

Over a period of years, Ethiopia has made steady progress toward the development of an educational system which, it is hoped, will eventually provide education from the primary school through the university level, including vocational and teacher education. Numerous new schools have been built and opportunities for additional training for teachers already in teaching positions have continued through FY 1960. Summer courses, such as those conducted in 1959 in 23 geographic centers for approximately 90 percent of the Ethiopian teachers of the Empire, were again scheduled for the summer of 1960. Vacation courses for teachers were also offered at the University College of Addis Ababa. The ICA/Imperial Ethiopian Government Cooperative Education Program has been responsible for these continuing opportunities for teachers and for directing pilot school projects on curriculum experimentation through the summer months, involving

the use of more than 100 teachers who worked on the experiment.

The training of new teachers has not been overlooked; nor has the need for instructional materials which can be prepared and produced by Ethiopians themselves. During the past year, 178 students were graduated from the Haile Selassie I Day School Teacher-Training Program, and plans were completed by the University College of Addis Ababa's Department of Education to inaugurate a 2-year, college-level elementary training program in September 1960. The lack of educational materials for use in the schools has been a severe handicap even in new schools with well-trained teachers. However, FY 1959 and 1960 have seen significant achievements in this area, with the Cooperative Education Press having completed 224 publications by the end of FY 1960. These included sorely needed textbooks and reference materials, among which were elementary science textbooks, a "World Atlas," a "Geography of Ethiopia" for the elementary schools, three mathematics textbooks, a series of readers, an "Amharic Spelling Manual" and an "Amharic Grammar," a series of teachers' guides, and correspondence courses for teachers in both history and geography.

Four of the nine participants programed by this Section during FY 1960 came to the United States in 1957, or prior to that date, one to study commercial education, one to study educational administration, and two to study creative writing and the development of educational materials. The fifth participant carried over into FY 1960, arrived in September 1958, and early in FY 1960, completed her master's degree, specializing in curriculum development. The two men specializing in educational materials had had experience with the USOM technicians in the Cooperative Education Press and therefore were not new to the field of writing. They spent their first semester taking academic work to prepare them for participation in the Educational Materials Development Workshop held in Washington, D. C., following which each of them again entered universities to pursue journalism and creative writing courses for another year before returning to Ethiopia. Of these two, Lulsegged Alemayyehw, who was a Junior Materials Production Writer with the Cooperative Education Press prior to his coming to the United States, evinced a more than normal interest in the preparation of readers for the elementary grades.

Because of Mr. Lulsegged's interest in elementary grade teaching materials, arrangements were made for him to have work experience with Row Peterson and Company, publishers of textbooks in Evanston, Ill., during the time that they were preparing low-cost readers for grades 4-6. Mr. Lulsegged became a working member of the staff, and as a result of his wholehearted cooperation and interest, coupled with his vivid description of the need for books in his country, Row Peterson presented the schools of Ethiopia with 5,000 readers which were published during Mr. Lulsegged's visit. Since his return to Ethiopia, he has been promoted to the position of Senior Materials Production Writer in the Press, and has assisted in the preparation of several of the publications mentioned in the preceding paragraph.

Only four new participants arrived during this fiscal year, three of whom came as a group to observe administrative practices in education, particularly in rural areas, for a 3-month period. The three men, Gabreab Biadgallign, Education Director of Kaffa Province, and Lentcho Edjetta and Tadla Zeyohannes, Regional School Directors, were amazed at the opportunities for education available in isolated rural communities, and amazed, too, that everywhere they went people gathered to hear about Ethiopia. The fourth new arrival, Assefaw Demissie, Warden of the Engineering College and Technical School in Addis Ababa, spent four quarters in study at the University of Minnesota. This was intended to qualify him to assume eventual responsibility for the administration of a vocational school in Ethiopia. Mr. Assefaw's seriousness of purpose contributed to the good impression he made at the University.

The trend of longer training grants, apparent last year, was not continued this year, and the fields of specialization differed from the past several years in that the only new participants were all in educational administration, with only one of them following an academic program. The new participants and those carried over into FY 1960 were excellent representatives of their country, none had difficulty with English, and all completed their training programs successfully.

Somalia (9)

Of the nine participants from Somalia this year, five had entered upon training programs during the previous year and were mentioned in last year's report. Four of the five completed their training and returned to Somalia in February 1960; the fifth remained in the United States for a degree program in which the major emphasis

has been changed from elementary education to English language studies and political science.

The four new participants this year included one elementary teacher, two regional supervisors, and one member of the Directorate of Education. Mr. Hussein, an elementary teacher, spent the first semester at Wisconsin State College at Platteville, the second semester at Ball State Teachers College, Muncie, Indiana, and the summer session at the University of Wisconsin in Milwaukee. In addition to his studies in the theory and practices of elementary education, he was able to do some work in the field of mass education through radio programs, a field in which he had a strong personal interest. Mr. Giama and Mr. Nassir, regional supervisors of education, were enrolled at the University of Wisconsin in Milwaukee. Aside from their work in class, they visited many schools and administrative offices, and attended the national convention of the American Association of School Administrators in Atlantic City, N. J. Mr. Nur, Director of Education in the Ministry of Social Affairs, undertook an extensive itinerary of visits to administrative centers and teacher-training institutions. Mr. Nur, who will have a responsible position in the new government of Somalia, also visited the training centers at which other Somali participants were enrolled. It was hoped that these visits with his compatriots would give him an understanding of the work that they were doing and perhaps create a sympathetic situation in which they could undertake the application of new educational concepts upon returning home.

Although English was a considerable problem for all of these participants, communication with Americans was not unduly difficult. The forthcoming Somalian Independence Day, July 1, 1960, gave them a feeling of urgency, pride, and a sense of mission that impressed a great many people with whom they came in contact. Their eagerness to return home prior to July 1, in order to participate in the celebration and to undertake new responsibilities immediately, the earnestness with which they approached their studies and visits, and their genuine enthusiasm for education will make for a good reception of future participants from Somalia.

Morocco (8)

Although education has been expanding rapidly in Morocco since shortly after the country regained its independence in 1956, the Office of Education has supervised only two Moroccan projects under the Technical Assistance Program. The first of these involved a group of 17 rural school teachers and principals (FY 1958 and FY 1959) and has been described in previous Annual Reports. The second group consisted of 8 Regional Education Inspectors, who arrived in August 1959, for a 6-week itinerary of observation of schools and State Departments of Education. This Project was a moderate success, even though it was impossible for the Inspectors to see many schools in operation at that time of the year and even though the diffuse objectives of the Project made it doubly difficult to plan an effective itinerary. The Inspectors, who formed an obviously intelligent group, seemed pleased with their program and favorably impressed with our technical schools, in particular.

This Office has supervised no individual projects for participants from Morocco, and considering the probable needs of the country in the field of education, the programs assigned to the Office have not been large.

Nepal (4)

Compared with the preceding year, FY 1960 represented a reduction from 11 to 4 in the total number of Nepalese participants programed by the Technical Assistance Section. Of these, 2 were carried over from FY 1959 and 2 were new arrivals.

Ayedhya Pradhan and Dirgha Raj Koirala were carried over from FY 1959 and they were awarded their master's degrees in educational administration by the University of Maryland and Ohio State University, respectively. Further details concerning their programs were given in the Annual Report for FY 1959.

The two Nepalese participants who arrived during FY 1960, Keshari R. Pandey, Acting Deputy Secretary of Education, and Sarada P. Upadyay were not on degree programs. Mr. Pandey was convinced that he could comprehend the various aspects of education in this country only by following a combined academic and practical observation program, and Mr. Upadyay could be spared for only 3 months from his position as Director of Public Instruction.

Mr. Pandey completed one quarter of study at the University of Oregon and one quarter at Ohio State University in the general field of educational administration. He later joined Mr. Upadyay and Mr. Mohamed Nur of the Somali Ministry of Education for a 1-month program which included attendance at the White House Conference on Children and Youth, visits to the

Pennsylvania State Department of Public Instruction, Centre County, Pa., and Pennsylvania State University. Mr. Pandey and Mr. Upadyay then returned to Washington to participate in the celebration of the state visits of the King and Queen of Nepal to this country. Thereupon, Mr. Pandey returned to Nepal, while Mr. Upadyay continued alone on his tour of educational facilities, visiting State Departments of Education in New Mexico and California and conferring with staff members of the University of Oregon who had served in Nepal under the ICA-sponsored University of Oregon contract.

For the past several years Nepal has been engaged in a broad revision of its educational system, of which a major part involves the conversion of its existing secondary schools to multi-purpose type institutions. Because of their positions as educational leaders, the four participants programed during the current year should have major roles in achieving this Nepalese educational goal.

Libya (3)

Under the Technical Assistance Program, the Office of Education arranged for the training of three participants from Libya. Of these, Ahmed Garguri's program in vocational education was discussed in our Annual Report for FY 1959. Sadegh Buhadra arrived during FY 1960 for a 12-month program in the same field. In addition to several months of study at Oklahoma State University, Mr. Buhadra visited a number of colleges and high schools offering vocational education. Upon the conclusion of his training, he returned to his position as Deputy Director of Handicrafts and the Vocational Agriculture Training School in Tripoli.

The third FY 1960 participant from Libya, Khaled Mansuri, is in the field of library science. As of the end of the fiscal year, he was making satisfactory progress in his academic studies at the Library School of George Peabody College for Teachers.

Pakistan (3)

In Pakistan, as in most newer nations, the task of the USOM is first to provide the highest echelons of government with an understanding and appreciation of the programs suggested by the USOM. Given Pakistan's peculiar geographical configuration, this task involves three different Government agencies. Consequently, of the three Pakistanis programed during this year, one was from East Pakistan, one from West Pakistan, and the third was from the Central Ministry of Education. All of them were high-level administrators, and all of them came to this country to become acquainted with educational offices and organizations of a size and function comparable to those within which they work. It was hoped that through this period of study of United States facilities and philosophies of education, these administrators might arrive at a better appreciation of programs recommended by the USOM.

Mrs. Zebunnessa Rahman, the only participant carried over from FY 1959, is, as the Principal of the Eden Women's College, the most important and influential person in women's education in East Pakistan. She is responsible not only for the administration of the College, but also for the purchase of all supplies and for maintenance. She was extremely interested in visiting women's colleges comparable in size to Eden, and a number of these were included in her itinerary. Mrs. Rahman also attended formal classes in college administration at New York University for a brief period.

Dr. M. Jahangir Khan, Chief Administrative Officer, West Pakistan Provincial Ministry of Education for the Lahore Region which is the largest and most important educational administrative unit in Pakistan, followed a 3-month itinerary of visits to State Departments of Education, County Offices of Education, elementary and secondary schools, and colleges and universities. Included in this itinerary were visits to colleges and universities which have undertaken educational projects in Pakistan. In accordance with the request of USOM/Pakistan, arrangements were made for Dr. Khan to renew his acquaintance with several educators with whom he had previously worked in his own country. Dr. Khan's long residence in England as a student at Cambridge, his extensive travels in other foreign countries, and his pleasing personality and extraordinary intellect all combined to make him a fine representative of his country and one who derived maximum benefit from his training program.

Bazle Kader, Under Secretary of Education, Central Ministry of Education, carried out a 5-week itinerary of visits to secondary schools, several textbook publishers, and the Educational Testing Service. Mr. Kader is responsible for the administration of primary, secondary, and higher education in Pakistan. His Final Report indicated that he had acquired a broad concept of secondary education in the United States. It is unfortunate that Mr. Kader's

illness prevented his completing the longer itinerary which had been planned for him.

India (2)

Under the new Ministry of Education and Scientific Research, created in 1957, the Indian National Institute of Basic Education was founded to conduct, guide, and coordinate research in basic (elementary) education. The two Indian participants programed during FY 1960, both of whom were carried over from FY 1959, received general training in educational research methods which is intended to qualify them for work with the National Institute.

While most Indian participants are normally programed under the ICA-sponsored college contracts, the field of specialization for these two participants was not included under any of these agreements, and therefore they were assigned to the Office of Education.

Ranajit Kumar De's field was tests and measurements, while that of Mojibur Rahman was elementary science curriculum construction. Both participants received the major part of their training at Teachers College, Columbia University, and both were awarded master's degrees. Upon completing their training programs Mr. De and Mr. Rahman returned to their positions as professors at teachers colleges in their own country to conduct research directed by the Indian National Institute of Basic Education.

The excellent command of English, the superior motivation, and the accomplishments of these two participants are a credit to the selection procedure used by TCM/New Delhi.

Rhodesia (1)

In FY 1960 Rhodesia sent its first participant to the United States for training under the supervision of the Office of Education. Mrs. Jane M. Pine-Coffin, Woman Education Officer with the Ministry of African Education of Northern Rhodesia, was a distinguished representative of the country in which she has worked for a number of years. A native of Scotland, she made an excellent impression on the numerous individuals and groups who contributed to her training program. Although Mrs. Pine-Coffin's program lasted only 3 months, she visited 7 States in the course of an itinerary that took her to 2 State Departments of Education, a number of vocational or technical high schools, and Berea College. Mrs. Pine-Coffin's training was designed to assist in preparing her to assume the position of Principal of the new African Women's Home Economics and Commercial School, to be opened in Northern Rhodesia in August 1960.

Lebanon (1)

After an interval of 1 year during which the Office of Education received no projects for Lebanese participants, one representative from Lebanon arrived in FY 1960. Hani A. Kheireddine, the counterpart to the American technician assigned to the USOM/Lebanon's English Teaching Project, was enrolled in American University to study linguistics, with special emphasis on the Teaching of English as a Foreign Language. Mr. Kheireddine made such a good record that he received two offers of positions in the United States, either of which will enable him to remain here for further study without additional assistance from the Government.

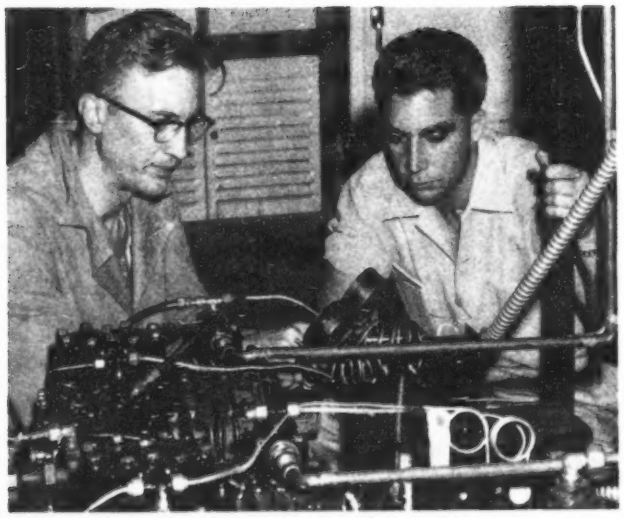
C. LATIN AMERICAN AREA

In the period between July 1, 1959, and June 30, 1960, the Latin American Unit was responsible for the programs of 176 participants. Of these, 106 received all or the major portion of their training in the period of this report. The programs of 70 participants began during fiscal year 1959 and terminated early in fiscal year 1960. Participants came from 16 Latin American countries, British Guiana, four islands which are part of the West Indies Federation, and the British Virgin Islands.

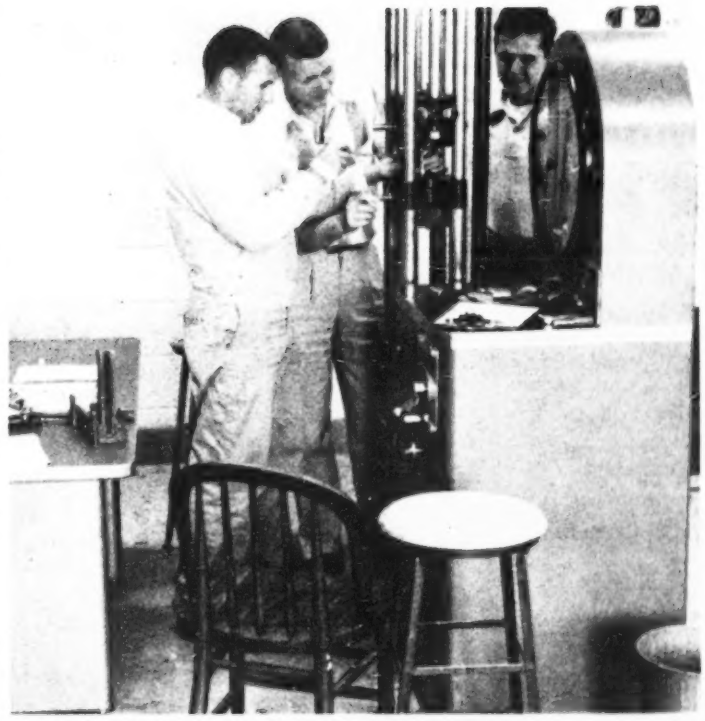
The number of participants by country is as follows:

Brazil	23	Ecuador	6
Nicaragua	21	Haiti	6
Peru	17	Jamaica (West Indies Federation)	5
Mexico	15	West Indies Fed.	4
Honduras	14	Antigua (1)	
Costa Rica	13	Montserrat (1)	
Guatemala	11	Trinidad (1)	
Panama	8	British Virgin Is.	(1)
Bolivia	8	Paraguay	3
Chile	7	British Guiana	1
El Salvador	7	Cuba	1
Colombia	6		

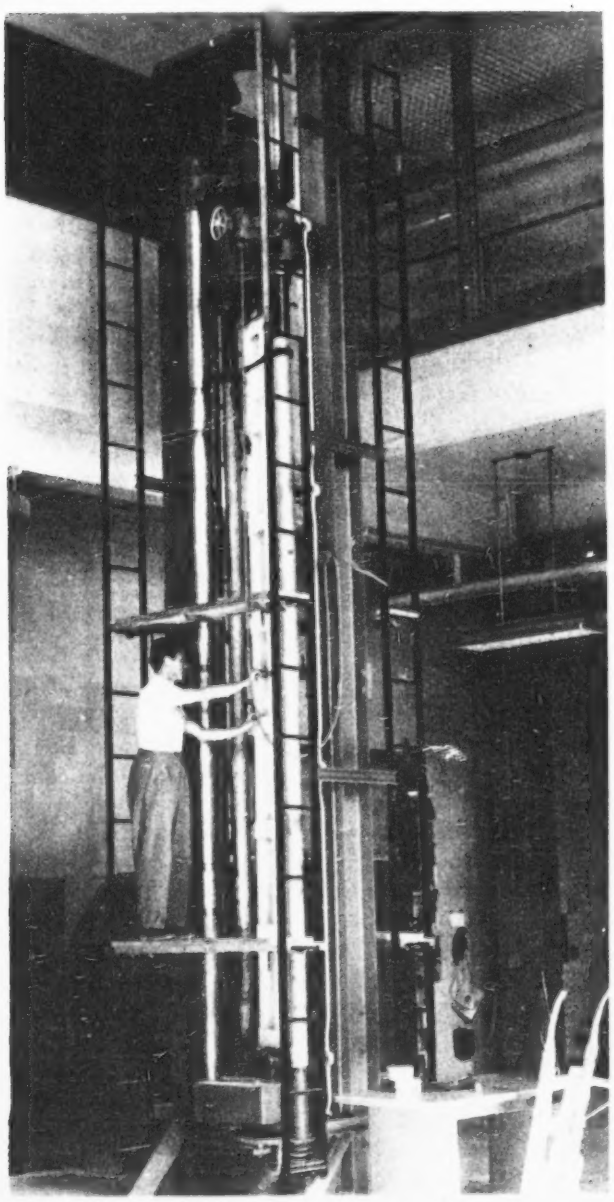
Applications were received for the first time from several parts of the



Paraguayan learning about refrigeration



Mexicans in material testing laboratory



Mexican engineer in test laboratory

Home economist from Paraguay

Federation of the West Indies. This Federation is a union of United Kingdom colonies, consisting of Trinidad and Tobago, Jamaica, Barbados, the Leeward Islands (Antigua, St. Kitts, and Montserrat), and the Windward Islands (Dominica, Grenada, St. Lucia, and St. Vincent). Participants have come from Jamaica in previous years, but with the signing of a new agreement between ICA and the Government of the Federation, the Office of Education was asked to plan training programs for participants from four new areas of the Caribbean.

Some 18 fields of specialization were represented. They included all the major areas of education from higher education and university administration to elementary teaching in a normal school demonstration program. However, as in previous years, the Latin American programs again stressed vocational education in FY 1960. A total of 48 participants received training in trade and industrial teacher education, or administration and supervision of trade and industrial education. Nineteen participants were in the field of home economics and an equal number studied agricultural education. Only 3 participants were in business and distributive education. Seven participants were in the field of industrial arts, which, in many of the Latin American countries is really trades training. There were 17 participants in secondary education and 16 in educational administration. There were 16 participants in business administration and 10 in other fields of higher education or university administration.

Four group projects were administered during FY 1960. These were: The group of Latin American educators who had been studying in Puerto Rico and came to the United States for the final phase of their program, the Mexican Business Administration Group, the Colombian and Guatemalan Trade and Industrial Education Group, and the Brazilian Secondary Education Group. In addition, special itineraries were planned for two education officers from the West Indies Federation, and for two officials of the Ecuadorian Ministry of Education who were interested in school construction and maintenance.

Study Group of Latin American Educators.--For the fifth consecutive year, the Office of Education planned an itinerary for a group of participants who had received the major part of their training in Puerto Rico. These participants study in a Spanish-speaking area because their command of English is not adequate to take academic courses in the United States. The final phase of their program consists of approximately 6 weeks of professional visits and hospitality in this country.

This year, the group was composed of 26 teachers and administrators from 8 countries: Bolivia, Ecuador, El Salvador, Guatemala, Honduras, Nicaragua, Panama, and Peru. Fields of specialization in the group included educational administration, education statistics, agricultural education, trade and industrial education, industrial arts, business education, home economics, and library science. Because of the great diversity of interests, it was necessary to plan a general program of educational and cultural visits. When practical, the group was divided by field of specialization during some of the visits, but this division was necessarily limited because of their dependence upon interpreters. The Latin American Area Unit provided escort service for part of the trip. Cities visited were Philadelphia, New York City, Boston; Glens Falls, Ithaca, and Buffalo, New York; and Gettysburg, Pa. Visits were arranged to elementary and secondary schools, agricultural and technical institutes, industries, universities, and points of historical and cultural interest. In addition to obtaining detailed information about the educational system in the United States, the participants also had the opportunity to become acquainted with American families and observe the way they live through home hospitality.

Included in the country summaries are the participants who took part in the FY 1959 Latin American Study Group and who concluded their program on June 5, 1959. This project was described in the Annual Report for FY 1959.

Brazil (23)

Brazilian Secondary Education Group.--During the fall of 1959, a team of eight Brazilian educators was assigned to the Office of Education for a special study program. All of the participants were high-level educational leaders. Some were university professors training future teachers; others were directors of schools, research centers, regional and state offices; and several were connected with national educational organizations. All were responsible for determining and executing secondary school policies and procedures involving training of teachers, preparation of curriculum and teaching materials, and the selection of professional educators.

This team spent 3 months visiting selected U. S. comprehensive high schools, university teacher-training institutions, city and State education departments, and

the U. S. Office of Education. Major emphasis was on university teacher-training programs for secondary school educators, especially those universities and high schools implementing the recent recommendations of the Conant Report. They conferred with officials at the University of Michigan, Michigan State University, University of Chicago, University of Wisconsin, Ball State Teachers College, Teachers College, Columbia University, the New York State Department of Education, and the Michigan State Department of Education.

Four Brazilian participants received training in aspects of vocational and technical education. Two of them, Teodomiro Silva Neto and Merryman Vianna, were professors in the Textile School in Rio de Janeiro, operated by the National Service of Industrial Apprenticeship (SENAI). They spent 3 months each visiting educational and textile plants. Carlos Bagrichevsky, a Technical Assistant with SENAI in Sao Paulo, visited vocational schools and industrial training programs offering automechanics and automobile body repair. Ricardo Luiz Knesebeck, Coordinator of Teacher Training and Instructor of Heat Treatment at the Technical School of Curitiba, operated by the Brazilian-American Commission on Industrial Education (CBAI), studied at Stout State College, Menomonie, Wis., and Wayne State University, Detroit, Mich., during the first part of his program. He was scheduled to make a series of visits to vocational and technical schools and industrial plants for the final phase of training.

Mrs. Leticia de Faria, Chief of the Audio-Visual Section of the Institute of Pedogogical Studies of the National Ministry of Education of Brazil, spent 2 months studying audio-visual programs as they pertain to various levels of education.

The remaining 10 participants included the 9 members of the Secondary Education Group who studied at the University of Southern California during FY 1959, and Esmeralda Oliveira who studied special education at Teachers College, Columbia University, during FY 1959. These projects were described in the Annual Report for that year.

Nicaragua (21)

Eight of the Nicaraguans were members of the group who came to the United States following training in Puerto Rico. Their program has been discussed at the beginning of this section. Likewise, 12 others participated in a similar program arranged at the end of FY 1959 for participants coming to the United States from Puerto Rico.

Guillermo Rosales, an Education Associate with the ICA Education Mission in Nicaragua, returned to the United States for his second training period in supervision and administration of elementary education. He attended Michigan State University and Kansas State Teachers College at Emporia.

Peru (17)

Four of the FY 1960 participants from Peru were in the field of vocational education. Eduardo Parodi, Supervisor of Technical Education, Central Normal School, Chosica, Lima, received training at the University of California in Los Angeles, and visited a number of State Departments of Education to observe administration and supervision. Isaac Falcon, Chief of the Department of Electricity of the Industrial Education Institute No. 28, Lima, studied supervision at Pennsylvania State University, and visited vocational and technical schools in a number of other areas. Mrs. Luz Camacho, Chief of the Pedagogical Department of the Division of Industrial Education for Women of the Peruvian Ministry of Education, studied at Michigan State University for 2 quarters and then visited State Departments of Education and school programs concerned either with vocational training for women or with homemaking. Yolanda Riccio studied cosmetology for 1 semester at El Camino College in California and visited cosmetology training programs in other areas of the United States.

Another FY 1960 participant, Mary Sarson, studied guidance and counseling at Florida State University and visited several other guidance, counseling, and testing programs. This is a new field for Peru and one in which great interest has been shown. Roy Flores arrived in December 1959, for 7 months of training in vocational agricultural education at California State Polytechnic College. He had spent the earlier part of the academic year in Puerto Rico.

Three Peruvians came to the United States for the special program following their year's training in Puerto Rico.

Cesar Sotillo, Pedro M. Angeles, and Jose M. Tomasio began their training in FY 1959, and received extensions for a second year to enable them to obtain master's degrees in metallurgy and field experience with the Bureau of Mines. Messrs. Sotillo and Angeles studied at the Columbia University School of Mines and Mr. Tomasio

at the University of Missouri School of Mines and Metallurgy in Rolla, Mo.

The remaining five participants were members of the group who came to the United States after training in Puerto Rico in FY 1959.

Mexico (15)

The Mexican Business Administration Group.--One of the outstanding group programs was that planned for nine Mexicans in the field of Business Administration Education. Deans and directors of business schools in various parts of Mexico were represented, as well as business administrators. The initial orientation for the group was participation in the Convention of the American Association of Collegiate Schools of Business in Chicago, where they had the opportunity to talk with deans of business schools from all over the United States. The participants then visited universities in Illinois, New York, Massachusetts, and Pennsylvania to observe the organization, curriculum, and functioning of schools of management and business administration, as well as the cooperation between such schools and the industrial, commercial, and financial communities.

In addition to the members of this group, all of the other participants were students in the field of business administration. Asencio Carrion was the first participant for a number of years from the Monterrey Technological Institute. He studied at Cornell University and received an extension for an additional period of time to work toward his doctorate. Daniel Olmedo and Mario Martinez-Celis, who came in September 1959, and Miguel Gomez, whose program began in FY 1959 and concluded in FY 1960, were the participants from the Iberoamerican University in Mexico City. They represented the third year for the program with this University. Miguel Gomez studied at Cornell and Columbia Universities, Daniel Olmedo at Syracuse, and Mario Martinez-Celis at Northwestern University.

Honduras (14)

Hector Maldonado studied automechanics at the William Hood Dunwoody Industrial Institute for 3 months. Julio Cesar Zepeda, who had previously received training in the United States, returned for his bachelor's degree in agricultural education at the University of Florida. Five other participants from Honduras took part in the special program for Latin American educators after an academic year in Puerto Rico. This program is described at the beginning of the Latin American Area Section. Six of the remaining participants were in a similar program in the summer of FY 1959. There was one new arrival from Honduras in FY 1959 who was enrolled in an academic program and who returned home in July 1960. His program was discussed in the Annual Report for FY 1959.

Costa Rica (13)

Four of the FY 1960 Costan Rican participants were affiliated with the University of Costa Rica. Outstanding among them was Claudio Gutierrez, Director of General Studies of the College of Liberal Arts, who began his program with the Winter Quarter at the University of Chicago. Cida Solano and Mayra Monge received training in elementary education to prepare them for teaching positions in the Demonstration School of the College of Education of the University. Miss Solano will continue her program at Kansas State Teachers College, Emporia, Kans., for another year in order to obtain her bachelor's degree. Miss Monge returned to Costa Rica after a year at Central Connecticut State College, New Britain, Conn.

Dr. Carlos A. Caamano, Dean, School of Arts and Sciences, University of Costa Rica, participated in the special University Presidents' Project.

Little or no training in home economics on the university level is available in Costa Rica. Maria Julia Quiros studied home economics at Stout State College, Menomonie, Wis., as preparation for training teachers in this field. Julio Herrera studied electricity at the David Ranken, Jr., School of Mechanical Trades, and vocational teacher training at Stout.

The remaining seven participants received most of their training in FY 1959. Two of them took part in the summer program for participants from Puerto Rico and the other five completed all of their training in the Continental United States. (Details were included in last year's report.)

Guatemala (11)

Guatemalan Trade and Industrial Education Group.--A group of seven Guatemalan trade and industrial education teachers who had been studying in Puerto Rico for the first half of the FY 1960, came to the United States for a program of visits to training centers and industries employing workers in trades and industrial skills. Unfortunately, the Ministry of Education had urgent need of their services and it was impossible

for them to remain to complete their project. The program was, therefore, terminated at the end of the first visit which was to Milwaukee, Wis.

The Guatemalan Home Life School provided the other two FY 1960 participants programed by the Office, Guadalupe Barillas came to the United States for training in home economics in November 1959. She is expected to receive an extension until February 1961, to enable her to obtain her bachelor's degree. Maria Godinez spent the major portion of her training time in Puerto Rico but joined the special group which came at the end of May. Judith Caceres, from the Home Life School, began her program in the fall of 1958 and finished in December 1959. The other participant was programed previously in FY 1959 and finished his training at Cornell University early in FY 1960.

Panama (8)

Panama again sent two participants in the field of vocational agricultural education. They were Guido Garcia, who studied at the University of Florida and the Texas College of Arts and Industries, and Jerome Casely, who studied at Fresno State College and the University of California at Davis, and finished his program in Puerto Rico. Both participants planned to continue their work as agriculture teachers and to organize youth and adult training programs. Two members of the summer group who came to the United States from Puerto Rico were in the fields of agricultural education and industrial arts. The remaining four participants began their training in FY 1959 and completed it in FY 1960.

Bolivia (8)

All three of the FY 1960 Bolivian participants who came to the United States for their entire training were in vocational or technological fields. They were to be associated with the Pedro Domingo Murillo School in La Paz, the ICA-assisted vocational and technical school. Rudolfo Barrios studied industrial arts at Stout State College. Juan Manrique studied vocational education and guidance at the University of Illinois and Colorado State University, and then visited vocational schools operating cooperative programs with industry. He will have the responsibility of establishing a new system of guidance and counseling at the Murillo School in La Paz. Rodolfo Seiler spent a semester at the Lowell Technological Institute studying textile technology.

Two Bolivians were members of the summer group who came to the United States from Puerto Rico. The other three Bolivians were participants in a similar summer program during May to July 1959.

Chile (7)

All seven of the Chileans received all or the major portion of their training during FY 1960. Five of them were placed in U. S. institutions for regular academic study. They were: Sergio Aburto in the field of physics at the University of Chicago; Carlos Andrade in the field of chemistry, also at the University of Chicago; Mario Caiozzi in the field of chemistry at the University of California in Berkeley; Arnaldo Leppe in the field of engineering at Columbia University School of Mines; and Egon Marx in the field of physics at the University of Chicago. In addition, Jorge Cure visited physics programs at a number of universities in the beginning of FY 1960. All of these participants were selected for training as a part of the program of the Council of Rectors of Chilean Universities in cooperation with ICA, which has as its objective the improvement of teaching and research methods in the basic sciences and engineering as a contribution to the technological development of Chile.

The seventh participant was Luis Lopez, Director, School of Philosophy on Education, Catholic University of Valparaiso, who took part in the special project for university administrators at the University of Michigan.

El Salvador (7)

For the first time in several years, the Office of Education received participants from El Salvador. Joaquin Pineda and Jaime Saravia arrived in January for programs in industrial arts at Stout State College. They will be employed as teachers at the junior high school level. Heriberto Cisneros, Chief of the Department of Agricultural Education of the Ministry of Education, also arrived in January to join Jose Rafael Calvo at the University of Florida for training in vocational agricultural education.

Three Salvadorians were members of the summer group who came to the United States after study in Puerto Rico.

Colombia (6)

The Colombian Trade and Industrial Education Group.—Four participants in the field of trade and industrial education came

to the United States in January, following training in Puerto Rico, for a 6-week program of visits to vocational and technical schools and industries in Milwaukee and Madison, Wis.; New York, N. Y.; Philadelphia, Pa., and Baltimore, Md. The first Colombians to be trained by the Office of Education in this field, they were to staff the Rivera Industrial School in Palmira, which will be used as a demonstration school by the Colombian Government and the ICA Mission.

The fifth FY 1960 participant was Andres Martin, who was unable to complete a program in school construction begun at midyear at Columbia University because of family problems which necessitated early termination of his training.

The other participant returned to Colombia at the beginning of the reporting period, having received his training in agricultural education during FY 1959.

Ecuador (6)

Juan Enrique Suarez, Chief of Construction, and Enrique Bolivar Guerrero, Supervisor of Construction, of the Ministry of Education of Ecuador, spent 6 weeks conferring with school construction officials and visiting school buildings in Arlington County, Va.; Montgomery County, Md.; Trenton, N. J.; Philadelphia and Harrisburg, Pa., and New York, N. Y. They took back many ideas of help to them in meeting the urgent Ecuadorian need for more schoolrooms.

The other two FY 1960 participants were members of the summer group which came from Puerto Rico.

Haiti (6)

Georges Clinton studied health, physical education, and recreation at Springfield College, and visited Illinois State Normal University and a number of other institutions and school recreation programs in FY 1960. He plans to use his training in the Haitian rural education program, training rural teachers in recreation techniques and organizing new programs for the rural people.

The other five participants included in the total came to the United States in FY 1959 and finished their programs in FY 1960. Although their fields of specialization were school administration and supervision, home economics, and agricultural education, all were planning to work in the rural education project.

Jamaica (West Indies Federation) (5)

George A. Thompson finished a 2-year program in industrial education and obtained his bachelor's degree at Stout State College, Menomonie, Wis. Another Jamaican, who had arrived with him in September 1958, remained at Stout on his own funds in order to obtain his degree in the same field. The remaining three Jamaicans were also vocational teachers. They received training first in Puerto Rico and came to the United States with the FY 1959 special summer group.

West Indies Federation (other islands and the British Virgin Islands) (4)

During FY 1960, ICA inaugurated a program for the other Caribbean Islands which were formerly British colonies but which have united to form the West Indies Federation. For reasons of limited funds available and suitability of training for individuals from small islands with limited natural resources, most of the ICA participants were sent to Puerto Rico. However, four did come to the mainland United States for all of their training.

Prominent among them were Norwell Harrigan and Thomas E. Ryan, Education Officers of Tortola, British Virgin Islands, and Montserrat, respectively. Since they will be influential in planning future training programs and selecting participants, they were interested in obtaining a broad view of U. S. education and U. S. training opportunities. They visited La Crosse, Menomonie, and Eau Claire, Wis.; Lansing and Detroit, Mich.; Oswego, N. Y.; Ontario, Canada; and New York City.

The other two West Indians were regularly enrolled in courses in their fields of specialization. Eric Maurice Henry attended the University of Illinois for work in vocational agricultural education and Roland S. Maunday studied industrial education at Stout State College.

Paraguay (3)

Maria Josefina Molinas and Alejandro Guanes, both of whom work with programs of the ICA Mission in Paraguay, came to the United States in FY 1960. Miss Molinas studied elementary education and, especially, the development of educational materials for elementary-age children at Kent State University, Kent, Ohio. Mr. Guanes studied community education at the University of Nebraska and then took part in a special program at the Texas College of Arts and Industries.

The other Paraguayan participant came to the United States with the FY 1959 summer group from Puerto Rico.

British Guiana (1)

C. Christopher Blackman became an ICA participant and a responsibility of the Office in March 1960. He came to the United States under the Teacher Development Program of the Department of State (IES) and made such an outstanding record and such a fine impression that his application for sponsorship by ICA to enable him to remain at Kent State University was approved. At present, he is studying elementary education which he anticipates will prepare him to assist in the further development of this level of education in British Guiana.

Cuba (1)

The only Cuban participant, Dr. Mariano Rodriguez Solveira, Rector of the Central University of Las Villas, in Santa Clara, took part in the special project for university administrators conducted by the University of Michigan through arrangements made by the Office of Education.

D. EUROPEAN AREA

German Technical Education Study Group.--Six residents of Berlin concerned with the training of engineers and technicians visited the United States for 5 weeks to observe methods currently employed in the development of technical personnel. The ultimate aim of the project was to promote efforts for solving existing problems of the Berlin economy and to stimulate a re-examination of existing educational methods, some of which may have no other justification than long-standing tradition.

The itinerary for the group included Washington, Cincinnati, Chicago, Detroit, Flint, Albany, Boston, and New York. Technical education was studied at the high school, technical institute, and university levels, including cooperative training programs at all levels. In addition to visiting educational institutions, the group had the opportunity to visit training centers in industry, and to observe program planning at both the local and State levels.

The group was enthusiastic about the program and returned home with many ideas that were believed to be applicable to technical education in Berlin. On the other hand, these visitors, all experts in a field of training that has been highly developed in Germany, undoubtedly contributed many useful comments and suggestions to technical educators in this country.

German Adult Education Study Group.--This group of nine participants represented a variety of agencies concerned with general and specialized adult education--education, industry, labor, and government. The objectives of the group were to obtain a broad survey of various types of adult education programs; to discuss problems of selecting courses and developing effective teaching methods; to observe the role of radio and television in adult education; and to discuss American experience with correspondence study. The 5-week itinerary included Washington, Chicago, Madison, Milwaukee, Detroit, New York, Ithaca, Knoxville, and Baltimore. Every major type of adult education--public school programs, full-time courses and extension programs at universities, and programs of private agencies were included in the survey. Cooperation among programs was illustrated by an introduction to the work of the Adult Education Council of Greater Chicago. Both cultural and vocational aspects of adult education received adequate treatment.

All members of the group were convinced that their experience in the United States had expanded their outlook on adult education and would lead to the enrichment of their respective programs in Berlin.

Yugoslavian Participants.--Three participants from Yugoslavia were programed during the year, one for 4 months and two for 6 months each. Each one represented a different specialty which required minute individual planning in educational institutions, industry, and research organizations. The three fields were: Technical equipment for modern language instruction; semi-conductor research; and industrial refrigeration and air-conditioning. Each participant was highly qualified in his field and was completely fluent in the English language. The specialist in semi-conductor research spent the greater part of his time at Stanford University. The quality of his performance led the University to invite him to return for Ph.D. work or as a guest instructor if he could arrange to revisit the United States. The other two divided their time almost equally between observation in

universities and in industries and research agencies in their respective fields.

All three visitors have corresponded with the Office since their return home and have indicated that their programs have been of great value to them in their work.

Greece (18)

Prior to 1959, the vocational education program in Greece was administered as a phase of the overall labor program. In that year, however, several laws were passed assigning the responsibility for this subject to the Ministry of Education. Subsequent to this change, plans were formulated to introduce vocational education into the Greek educational system in conjunction with United States assistance in this field. The Office's responsibility in this program has been the training of teachers and administrators for the vocational education schools which are to be completed by the end of 1962.

The first Greek educators in this field arrived during the last fiscal year, and all of them continued their training into FY 1960. This year's 11 new participants marked an increase not only in the number, but also in the level of Greek participants in vocational education. Six of these 11 new participants received teacher-training instruction at Stout State College and Dunwoody Technical Institute in vocational education. The remaining 5 Greeks were high-level directors and leaders: Panayiota C. Sclavou and Pavlos M. Beros, Alexios A. Raptis, Panayiotis M. Tsoukias, and Nikolaos D. Psarros. They participated in an intensive 6-month itinerary of universities, technical and trade schools, and State Departments of Education. These administrators returned to Greece with an understanding of the special administrative requirements of programs in vocational education, and it is believed that they will have an important and enviable responsibility in the introduction of this field of education to Greece.

Spain (11)

In September 1959, a Spanish Technical Education team arrived in the United States for a 2 months' program. The team was divided into three groups: Group (a), Teacher education, educational psychology, school-community relationships; group (b), school plant construction; group (c), educational materials, teaching methods.

The participants were selected by the Ministry of Education from the personnel of the departments of grade and vocational schools and the teachers and instructors of the schools for which those departments are responsible. A program was prepared to enable them to visit educational centers of all types, particularly grade and vocational schools as well as complementary training institutions, such as private commercial and vocational schools.

The group initiated their training by attending a special seminar on State and local school organization and administration at George Peabody College for Teachers. Subsequent to this seminar the subgroups were assigned to various institutions to observe their special fields of training. Their visits and consultations included such places as the University of Minnesota, Chicago Public School system, Ohio State University, Dade County Schools, Fla., Pennsylvania State Department of Public Instruction, Boston Department of School Buildings, and Fairfax Department of School Construction in Virginia.

E. SPECIAL ACTIVITIES

In FY 1960, three special summer seminars were planned for participants in various fields of specialization. Arrangements were made for participants to attend a number of meetings of professional associations in their fields, both in groups and as individuals. In addition, all participants were offered opportunities to take part in hospitality programs during the Christmas holidays. Further, the Office participated in the planning and carrying out of a university orientation workshop held at American University in August 1959, which was attended by 25 participants for whom the Office was responsible.

Workshop on Industrial and Vocational Education, Dunwoody Industrial Institute

Twenty-eight participants from six countries attended a special program at the William Hood Dunwoody Industrial Institute, Minneapolis, Minn., from June 6 to July 8, 1960. Two weeks of this time were spent in actual shop training in their various trades, and 1 week was spent on teacher training,

International seminar on vocational agriculture

Evaluation of vocational agriculture seminars

Christmas time for foreign participants

Future Farmers of America host international educators

including shop layouts, tool room procedures, shop management, and discussion of the use of written lesson materials. The remainder of the time was devoted to visits to industries in the Minneapolis area and discussion of relationships between schools and industry.

Vocational and Industrial Education Seminar, Stout State College

Twenty-nine participants from 10 countries, including 4 participants whose primary sponsor was the Bureau of Apprenticeship Training of the Department of Labor and one programed directly by ICA, attended a special seminar in Vocational and Industrial Education at Stout State College, Menomonie, Wis., June 27 to July 29, 1960. They studied trade analysis, curriculum construction and plans, philosophy of vocational and adult education, and teaching methods and materials. Most of these participants had spent the major portion of their training time in the United States upgrading their technical skills and this seminar was an opportunity to consider problems and techniques of transmitting these skills to others.

Texas College of Arts and Industries' Agricultural Specialists Training Program

As in the past 2 years, the Texas College of Arts and Industries again conducted a summer seminar in vocational agricultural education for six participants from China, Korea, Panama, and Paraguay, in an effort to develop agricultural leadership among the participants. The program which extended from June 20 to July 23, included visits to farms and ranches, observation of agricultural research centers and projects, attendance at a Workshop in Farm Machinery Motors, and conferences and discussions to evaluate the experiences and knowledge gained from the seminar. The seminar was climaxed by attendance at the Annual Texas FFA Convention in Houston, where the participants received suitable recognition and publicity.

University Presidents' Project

In 1959, the Office planned and conducted an 8-week program for university presidents or other high-ranking university administrators from abroad. The project was repeated in the autumn of 1960. The objectives of the project are twofold: To give senior university administrators a thorough introduction to the organization and administration of higher education in the United States; and to give participants the opportunity to pursue activities on an individual basis that were particularly important to their own institutional programs. The first objective was achieved through an intensive, 3-week group seminar conducted by the Institute of Higher Education, University of Michigan. To provide for the second, an individual itinerary of 2 or 3 weeks' duration was planned for each visitor in consultation with him. These two major activities were preceded by an orientation program in Washington and final evaluation through individual predeparture interviews.

In 1959 there were 6 participants from 5 countries, in 1960 there were 9, representing 8 countries. The ideal number for the group seminar would be 10 to 15. It is anticipated that the project will be repeated, if not annually, at least every few years.

Higher Education Preparatory Workshop, American University Language Center

The Office of Education assisted the International Cooperation Administration and the American University Language Center in developing a special 2-week program designed for participants who would spend the major portion of their training time on American university campuses. This program took place on the American University campus from August 17 to 29, 1960, and 25 participants programed by the Office attended. Workshop content was directed toward preparing the participants for the academic procedures and practices they would find in American higher education.

Christmas Programs

Home hospitality, sightseeing, attendance at concerts and plays, and opportunities to get to know each other in friendly surroundings were provided for participants by community-sponsored hospitality organizations in six major cities during the Christmas holidays. Chicago, San Francisco, New York City, Philadelphia, Denver, and Dallas provided these programs, and large numbers of participants from educational institutions in nearby small towns took advantage of the invitation to spend the holidays in these cities. In addition, in 1959-60, as in other years, the Center for Continuing Education of the University of Georgia, Athens, Ga., invited the Office to send participants to its holiday program which provided hospitality and opportunities to learn about some aspects of American life which the participants might not

experience in their regular professional programs. Thirty-two participants programed by the office attended this project.

Professional Conferences and Conventions

Of great importance in understanding education in the United States are the professional associations which serve to bring teachers and administrators from 50 State systems and innumerable local jurisdictions together to exchange ideas and discuss mutual problems. The Office makes an effort to assure that participants have at least one opportunity to attend a professional meeting in their fields of interest during their training, and most participants attend several such meetings on the State or local level with their local program advisers. The Office arranged for groups of participants to attend national professional meetings of the following organizations in 1959-60:

American Association of Colleges for Teacher Education
American Association of School Administrators
American Association of Secondary School Principals
American Home Economics Association
American Personnel and Guidance Association
American Vocational Association
Association for Childhood Education International
Future Farmers of America
Future Homemakers of America
National Education Association
White House Conference on Children and Youth

Community tea for foreign visitors

A Thai bids farewell to his American host

Foreign participants at "Cook Out"

International song festival

Egyptians and Iranians visit American farm

III. EFFECTIVENESS OF PAST PARTICIPANTS

Far East Area

Tito Sarmago, a 1959 participant in the field of secondary education administration and supervision, writes:

> I have been very busy attending community meetings, serving as resource person on community development workshops and giving talks to school gatherings utilizing my knowledge and experience gained during my stay in the United States. It is my sincere desire to make my training and observation in the United States instrumental in redesigning not only the school but the community, too.

Another participant in the field of secondary education administration and supervision, Paterno Santiago, received the honor of addressing the Annual Convention of School Superintendents on April 1960, on the topic "Values Derived from the NEW-ICA Technical Assistance Program." In his address, he reported that he returned to the Philippines with a "fund of knowledge and a wealth of experience which have been most useful to him as principal of Morong High School (a pilot-demonstration rural high school). He had learned the true meaning of democratic supervision, and had gained a truer concept of desirable and effective leadership. He realized that successful leadership means the leader's ability to stimulate and release the potentials of the people with whom he works--the potentialities of students, teachers, and laymen."

A project completed by Mrs. Roosmiati Soemargono during her training at Southern Illinois University in 1959 entitled, "Suggestions for Developing Home Economics Education in the General Education in Indonesia at Elementary and Junior High School Levels," has been widely distributed in Djakarta and may form the basis for developing and improving home economics education in Indonesia. In addition, Mrs. Soemargono has conducted two successful Home Economics Seminars to introduce a plan of teaching home economics in the elementary schools in Djakarta. USOM/Djakarta reports that there has been "a great upsurge of interest in Home Economics since Mrs. Soemargono returned from her study in the States. She has been called a pioneer in the Space Age. We are very proud of her accomplishments."

Miss Pinkham Uparavarn and Miss Phengsy Manoroth, two Laotian participants in the 1958 Educational Materials Development Workshop, who continued their training into FY 1959 in the field of the teaching of English as a Second Language, have been working with the U. S. Specialists in Laos in this field and have been teaching at the newly created National Education Center of Laos.

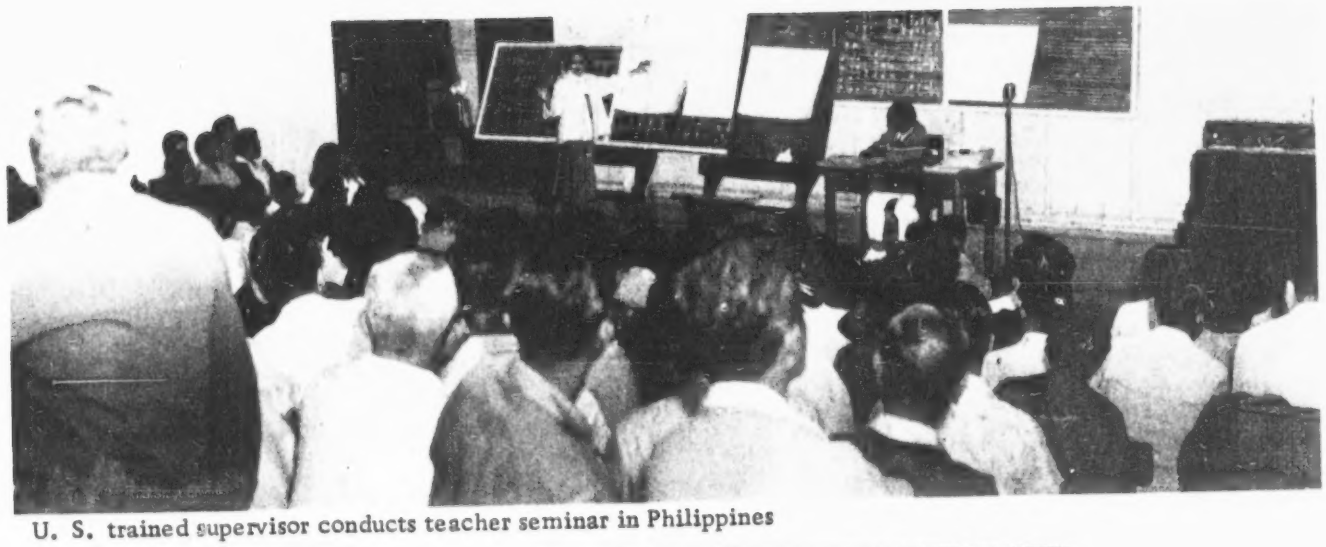
Since their return to Vietnam in 1959, two participants in vocational education, Ngo Dinh Duyen and Hoang Manh Hung, have been assigned to leadership positions in the Directorate of Technical Education in Saigon. Mr. Hung is working as the Director of Courses in the new Phutho Polytechnic School, the first trade school of Senior High School level in Vietnam. Mr. Duyen is in charge of organizing and equipping their new Instructional Materials Laboratory, as well as coordinating teaching and other activities.

Word has been received from Shao Yuan Yeh of China that he has been assigned as the Dean of Instruction at the Taiwan Provincial Taichung Vocational Agricultural School where he had taught for 10 years. The school has 800 students and 62 teachers. Mr. Yeh studied at The University of Georgia in the field of vocational agricultural education.

Word has also been received from Mei Sheng Chen of China informing us of his appointment as the Chairman of the Elementary Arithmetic Curriculum Revision Committee which is developing a new arithmetic curriculum for the elementary schools in Taiwan. Mr. Chen earned a master's degree in elementary education at the University of Tennessee in August 1960. On his return home from the United States, he attended an international conference for the Improvement of Elementary Arithmetic Curriculum sponsored by the Ministry of Education of West Germany.

Latin American Area

As of January 1960, the proposed model demonstration secondary school in Brazil had not yet been built because the basic legislation providing for the reform of



U. S. trained supervisor conducts teacher seminar in Philippines

Formosan teacher in home country

New home economics class in Eden College, Pakistan

Soil conservation class in Honduras

Formosan nursery class with
American trained teacher

secondary education had not been passed. Nevertheless, the Mission in Brazil reported that 6 of the 19 Brazilian secondary teachers trained in the United States in 1957-59 were being used by the Mission and the Government of Brazil to prepare curriculums and instructional materials in their areas of specialization, and to advise several secondary schools which had been given special permission to experiment with curriculum changes. Guilherme Dutra, of the 1957-58 group, reported that he gave four intensive courses in social studies and was helping with the writing of textbooks on Brazil and its problems from the social and geographic points of view. Miss Celeida Moraes Tostes of the 1958-59 group, obtained a position teaching industrial arts for elementary teachers in the industrial arts program of the National Institute of Pedagogical Studies. She wrote that "All of us, in the Brazilian group, got a lot from the experience of one year in the United States, observing, and learning a different structure in Education." Guilherme Sias Barbosa of the 1958-59 group, returned to his former position in the University of Brazil. He is helping to prepare mechanical drawing teachers and is working with two experimental classes at the junior high school level attached to the University.

Miss Edvete Rodrigues de Cruz Machado, a 1956-57 participant in the field of early elementary education, is employed by the Institute of Education of the Federal District. The February 1960 issue of the bulletin published by the Commission of Higher Level Preparation of Personnel reported that she had given a 4-month course in kindergarten education for teachers from Rio Grande do Sul, Bahia, Goias, and Parana, which terminated with an exhibit of samples of the types of materials which can be used in work with young children. This exhibition took place at the Brazilian Center of Educational Research.

Alvaro Miranda, 1958-59 participant in the field of vocational agricultural education, has written that he is working on a pilot project in agricultural education near Panama City, Panama.

The four Haitian participants in the Educational Materials Workshop held by the Office of Education and the George Washington University in 1958 have been active since their return to Haiti in preparing and publishing textbooks for use in Haitian schools. The four projects developed in the Workshop—Apprenons en chantant, by Andre Dartiguenave; Mon Drapeau, by Marcel Desroches; Ma premiere grammaire, by Marie-Carmel Lafontant, and J'apprends les nombres, by Felix Brillant--are now completed and ready for publication. In addition, Miss Lafontant has been working on a series of readers with an accompanying teacher's guide and a book called Indiens d'Haiti, which will also be published shortly. She spent a month during the spring as an ICA participant at a Regional Workshop on Instructional materials held in Peru. Andre Dartiguenave, another workshop participant, has been appointed Superintendent of Community Schools in Haiti.

Miss Dalila Ruiz, a participant in the 1959 6-week study tour which followed training in Puerto Rico, coordinated and supervised a 2-month evening course in home economics arranged by the Education Mission in Nicaragua.

The Education Mission in Honduras is using a 1958-59 participant, Abelardo Bu, to develop a course in methods of teaching agriculture for the instructors of the Demonstration Farm School at Catacamas. He returned to his former position as Assistant Director of this School after his study at the University of Florida, and has now been promoted to Director.

Upon his return from training at Cornell University in the field of Business Administration, Hector Garcia Prieto was given a position as Personnel Manager with a large construction firm in Mexico City. He wrote that this meant "a great, good change in status, salary and scope of professional activities, and a lot of interesting things to be done." He hopes to be able to cooperate with other enterprises to improve productivity in Mexico and also to teach in the Iberoamerican University.

Carlos Steiger was employed by the ICA Education Mission and the Government of Guatemala to be the Director of the new Vocational and Technical School upon his return from training in the United States.

Near East and Africa

An interesting series of related promotions involving many of our former Liberian participants has taken place. Mrs. Virginia Sherman (now Mrs. Boyd) has replaced Gabrial G. Farngalo as an instructor in the School of Education at the University of Liberia; Mr. Farngalo has replaced J. Christian Marsh as Supervisor of Schools, Central Province, Liberian Hinterland; Mr. Marsh has replaced Daniel A. A. Elliot as the Supervisor of Schools, Monterrado County; and Mr. Elliot has been promoted to the rank of Director, Secondary Education in the Department of Public Instruction of

Liberia. In addition, Mrs. Edith S. Kamara who received her master's degree at Western Michigan University in 1960, has been appointed as Director, Elementary Education in the Department of Public Instruction.

As in the case of Liberia, a series of important positions have been filled by former ICA participants in Ethiopia. These include the following: (1) Mekuria Worku is now the Personnel Director of the Ministry of Interior; (2) Amare Worku, a participant in the field of journalism, has been appointed Managing Editor of the Ethiopian Herald; (3) Afewerk Mengistab, also trained in journalism, is now a Staff Reporter for the Ministry of Commerce and Industry; (4) Abebe Kebede, reported in last year's Annual Report as being Chief, Arts and Crafts Section of the Ethiopian Ministry of Education, has since been transferred to London where he is serving as the Educational Attache of the Ethiopian Embassy; (5) Getahun Tadesse is now the Director of the Handicraft School in Addis Ababa; and (6) Daniel Touafe has been assigned as an Instructor in Arts and Sculpture at the same school. Finally, (7) Mussie Bayassie has been promoted to the position of Director of the Community Teacher Training School.

An interesting letter has been received from K. Massumkhani, Director of the Education Department of Isfahan, Iran. He said, in part:

> Since my visit to the States, it has come to my attention that some of our teachers do not have proper training and qualifications. Therefore, during the present school year, special summer courses were arranged where teachers from villages and outlying areas, whose standard of education is (only) up to the 9th grade, will participate. After three such courses they will be fully high school graduates and can enter Teacher Training Colleges.

M. H. Hakami, a participant in business education during 1957-58, returned to the United States in May, at his own expense, to study for his M.A. and Ph.D. in English with a minor in business education. Mostafa Derakshesh, another business education participant during the same year, is now Vice President of the Demonstration School of Business in Iran. Two other 1957-58 business education participants, Nabili Tehrani and Mohamed Taraghie, continue as instructors in the same school.

Dr. Ahmad Ali Abadi who was on an extensive itinerary in 1958 to observe the organization and administration of student personnel programs in United States colleges and universities, was elected to the Board of Directors of the Iran-American Society in Tehran. He is a professor of law at Tehran University.

A report has been received that Mohammed Fouad Omar Moustafa, who obtained a master's degree in educational administration at Ohio State University in 1957, was appointed Director of the UNESCO Section and Secretary of the National Commission for UNESCO, UAR Ministry of Education, shortly after his return to Cairo. In May 1960, the UAR Government appointed Mr. Moustafa as Assistant Cultural Attache at the United Arab Republic Embassy in Washington, D. C.

APPENDIX A

MAJOR FIELDS OF TRAINING
1959-1960

COUNTRY	Industrial Arts	Trades & Industry	Business Education	Business Admin.	Home Economics	Voc. Agriculture	Voc. Ed. Admin.	Elementary Education	Elem. Education Admin.	Secondary Education	Secondary Education Admin.	Teacher Education	English	Ed. Materials	Health & Physical Education	Guidance: Tests & Measurements	School Constr. & Architecture	Higher Education Admin.	Physics, Chemistry, Sci., Math.	Public Admin.	Engineering	Library Science	Admin. & Supervision	Community School Ed. & Rural Ed.	Others	TOTAL
FAR EAST																										
Cambodia	2				1								2	1								1				7
China (Taiwan)		6			5	3	5		1	2				1		6		2			3			5	1	40
Indonesia	2	11	6		2		3		2				1		4	2		1	1	7	1			4	6	53
Korea		9				2	4			1	5															21
Laos								3																		3
Philippines	1	10	2			18	8	1	2	3	1		16	1		6			5		3			1	1	79
Thailand					3	7		2	2	5	19	1		2		3	2	1	8						4	59
Vietnam	1	33	8		3			5	3	10		6	2					1	2			2				76
Sub-Total	6	69	16		14	30	20	11	10	21	25	7	21	5	4	17	2	5	16	7	7	3		10	12	338
EUROPE																										
Germany		6																						9		15
Greece		11					7																			18
Spain							2					4		4			3									13
Yugoslavia		1																			1				1	3
Sub-Total		18					9					4		4			3				1			9	1	49
LATIN AMERICA																										
Bolivia	1	1			1	1			3							1					2					8
Brazil		2								17															2	23
British Guiana																									1	1
Chile																		1	6							7
Colombia		4				1											1									6
Costa Rica		3			1	1	3	3										2								13
Cuba																		1								1
Ecuador		1			2												2								1	6
El Salvador	3					4																				7
Guatemala		7			3																				1	11
Haiti					2	1									1									2		6
Honduras		1			3	3	1	1							1					1		1		1	1	14
Jamaica		5																								5
Mexico				15																						15
Nicaragua	2	10			4	2			1													1		1		21
Panama	1		1		1	4																		1		8
Paraguay				1										1										1		3
Peru		1	2		2	1	4		1	1					1	1					3					17
West Indies		1				1																	2			4
Sub-Total	7	36	3	16	19	19	8	4	5	17	1			1	3	2	3	4	6	1	5	2	2	6	6	176
NEAR EAST-AFRICA																										
Afghanistan					1	1		1		1		2	1	2		1							3			13
Ceylon												7			2											9
Egypt		1	1														1		19		24		1	1	2	50
Ethiopia			1				1							3									4			9
India								1						1												2
Iran					2		1	1		1					1	1							12			19
Iraq		7				4	1	2	2	2		8		3		1			3	5	11	3	1		2	55
Jordan	2					2	3								1				1				1			10
Lebanon													1													1
Liberia												5									3		2			10
Libya							2															1				3
Morocco																								8		8
Nepal																							4			4
Pakistan																		1					2			3
Rhodesia							1																			1
Tunisia		3										25														28
Turkey	1	1		1	1			5	5	2	1	16		6		4		1					22		3	70
Somalia								4															5			9
Sudan		16					1														6	3				26
Sub-Total	3	28	2	1	4	7	10	14	7	6	1	63	2	15	4	7	2	2	23	5	44	7	57	9	7	330
GRAND TOTAL	16	51	36	2	37	56	47	29	22	44	27	74	23	25	11	26	10	11	45	13	57	12	59	34	26	893

APPENDIX B

PRIMARY TRAINING CENTERS FOR ICA PARTICIPANTS

1959 - 60

STATE	TRAINING INSTITUTION	NUMBER OF PARTICIPANTS
Arizona	Arizona State College	1
Arkansas	University of Arkansas	1
California	Los Angeles State College	1
	California State Polytechnic College	3
	El Camino College	1
	San Francisco State College	1
	Stanford University	3
	University of California (Berkeley)	5
	University of California (Los Angeles)	17
	University of Southern California	15
	Fresno State College	4
Colorado	Adams State College	1
	Colorado State University	11
	Colorado State College	1
	University of Colorado	6
	Colorado School of Mines	2
	Pueblo Junior College	1
Connecticut	Central Connecticut State College	1
	University of Connecticut	2
	Wesleyan University	1
	Yale University	1
Delaware	Goldey Beacom School of Business	2
	University of Delaware	5
District of Columbia	American University	10
	Catholic University of America	1
	Howard University	1
	Georgetown University	4
	George Washington University	1
Florida	Florida State University	4
	University of Florida	14
Georgia	University of Georgia	2
	Georgia Institute of Technology	1
Illinois	Eastern Illinois University	7
	Illinois State Normal	9
	Loyola University	1
	Northwestern University	1
	Southern Illinois University	7
	Western Illinois University	4
	University of Chicago	7
	University of Illinois	12
Indiana	Ball State Teachers College	10
	Indiana State Teachers College	3

STATE	TRAINING INSTITUTION	NUMBER OF PARTICIPANTS
Indiana (Continued)	Indiana University	17
	Purdue University	8
	Tri-State College	1
Iowa	Iowa State Teachers College	2
	Iowa State A & M	1
	State University of Iowa	11
Kansas	Kansas State Teachers College (Emporia)	19
	University of Kansas	1
Kentucky	University of Kentucky	3
Maryland	University of Maryland	9
Massachusetts	Boston University	1
	Clark University	1
	Harvard University	1
	Massachusetts Institute of Technology	2
	Springfield College	1
	Simmons College	1
	Wentworth Institute	1
	Woods Hole Oceanographic Institute	2
	Worcester Boy's Technical High School	1
	Lowell Technical Institute	1
Michigan	Central Michigan University	2
	Ferris Institute	1
	Michigan State University	9
	University of Michigan	43
	Wayne State University	22
	Western Michigan University	5
	Eastern Michigan University	1
	Northern Michigan University	1
Minnesota	University of Minnesota	18
	William Hood Dunwoody Industrial Institute	36
Missouri	David Ranken School of Mechanical Trades	4
	Washington University	1
	Central Missouri State	1
Nebraska	University of Nebraska	14
	Nebraska State Teachers College	1
New Hampshire	Plymouth Teachers College	1
	University of New Hampshire	6
New Jersey	Rider College	4
	Rutgers University	1
New Mexico	New Mexico Highlands University	2
	Eastern New Mexico University	2
New York	Alfred University	1
	Bank Street College	2
	Columbia University	9
	Teachers College - Columbia University	26
	Cornell University	17
	Fashion Institute of Technology	2
	State University of New York (Cortland)	1

STATE	TRAINING INSTITUTION	NUMBER OF PARTICIPANTS
New York (Continued)	State University of New York (Geneseo)	1
	State University of New York (Oswego)	1
	State University of New York (New Paltz)	4
	State University of New York (Plattsburgh)	5
	New York Trade School	1
	New York University	11
	Pratt Institute	3
	Polytechnic Institute of Brooklyn	2
	Syracuse University	6
North Carolina	State College of Agriculture & Engineering	7
North Dakota	North Dakota Agricultural College	1
Ohio	Baldwin-Wallace College	3
	Bowling Green State University	1
	Case Institute of Technology	1
	Kent State University	7
	Ohio State University	44
	Ohio University (Athens)	1
	Western Reserve University	1
Oklahoma	Oklahoma State University	26
Oregon	University of Oregon	3
	Oregon State College	5
Pennsylvania	Pennsylvania State University	26
	University of Pennsylvania	9
	University of Pittsburgh	1
	Williamsport Technical Institute	12
	Carnegie Institute of Technology	3
	Drexel Institute of Technology	1
	Philadelphia Textile Institute	1
	Allegheny Vocational High School	1
	Temple University	2
	Lafayette College	3
	Spring Garden Institute	3
	Pittsburgh Public Schools	1
Tennessee	George Peabody College	15
	University of Tennessee	8
Texas	Texas College of Arts and Industries	14
	University of Texas	24
	North Texas State College	1
Utah	Central Utah Vocational School	3
	University of Utah	2
	Utah State University	2
	Brigham Young University	2
Virginia	Virginia Polytechnic Institute	1
Washington	University of Washington	4
	Washington State University	3
West Virginia	West Virginia University	1
Wisconsin	Wisconsin State College (La Crosse)	5
	Milwaukee Institute of Technology	4

STATE	TRAINING INSTITUTION	NUMBER OF PARTICIPANTS
Wisconsin (Continued)	Milwaukee School of Engineering	6
	Stout State College	85
	University of Wisconsin (Madison)	9
	University of Wisconsin (Milwaukee)	5
	Wisconsin State College (Platteville)	1
	Milwaukee Vocational and Adult School	4
Wyoming	University of Wyoming	1

APPENDIX C

ICA Obligations for Education, by Country, July 1, 1959 - June 30, 1960 (Amounts in Thousands of Dollars)

Region and country	Total obligations	Foreign participants	U.S. technicians overseas	Miscellaneous	Project agreement amounts
EDUCATION TOTAL	$44,412	$7,107	$5,473	$6,243[a]	$25,589
Far East	13,188	2,331	1,334	3	9,520
Burma	1,000	–	–	–	1,000
Cambodia	496	93	132	–	271
China, Republic of	1,236	137	130	–	969
Indonesia	2,388	157	107	–	2,124
Korea	1,989	76	204	–	1,709
Laos	473	58	66	–	349
Philippines	1,035	259	274	–	502
Thailand	1,293	220	171	–	902
Vietnam	2,875	1,331	250	–	1,294
Regional	400	–	–	– 3[b]	400
Near East and So. Asia	12,723	2,442	909	81	9,291
Afghanistan	3,609	97	28	–	3,484
Ceylon	54	29	25	–	–
Greece	94	46	46	–	2
India	2,947	952	47	–	1,948
Iran	454	42	412	–	–
Iraq	313	298	14	1	–
Israel	7	–	7	–	–
Jordan	653	99	88	75	391
Lebanon	95	–	–	–	95
Nepal	451	91	101	5	254
Pakistan	1,965	7	–	–	1,958
Turkey	1,509	213	137	–	1,159
U.A.R.	548	548	–	–	–
Yemen	20	20	–	–	–
Cento	4	–	4	–	–
Africa	6,505	1,049	764	521	4,171
Ethiopia	780	252	274	154	100
Guinea	300	–	–	300[b]	–
Liberia	1,105	86	74	–	945
Libya	1,494	226	149	18	1,101
Morocco	2	–	2	–	–
Nigeria	1,552	2	45	–	1,505
Somali Republic	46	36	–	–	10
Sudan	901	419	275	–	267
Tunisia	5	5	–	–	–
Kenya	34	6	–	–	28
Rhodesia	22	2	–	–	20
Tanganyika	65	15	5	–	45
Uganda	150	–	–	–	150
Regional	49	–	–	49[b]	–

Region and country	Total obligations	Foreign participants	U.S. technicians overseas	Miscellaneous	Project agreement amounts
Europe	44	11	–	–	33
Yugoslavia	44	11	–	–	33
Latin America	7,921	1,274	2,466	1,871	2,310
Argentina	4	–	4	–	–
Bolivia	363	82	154	127	–
Brazil	850	191	316	169	174
Colombia	504	48	243	213	–
Costa Rica	190	85	63	–	42
Cuba	23	2	20	–	1
Dominican Republic	206	–	143	63	–
Ecuador	574	77	101	166	230
El Salvador	25	6	18	1	–
Guatemala	2,044	107	300	377	1,260
Haiti	431	127	176	128	–
Honduras	555	70	212	173	100
Jamaica	20	20	–	–	–
Mexico	14	6	–	8	–
Nicaragua	250	54	143	50	3
Panama	327	65	185	77	–
Paraguay	351	53	201	97	–
Peru	286	15	163	108	–
Uruguay	14	14	–	–	–
W. Indies & E. Caribb.	756	231	24	1	500
British Guiana	7	7	–	–	–
British Honduras	14	14	–	–	–
Regional	113	–	–	113[b]	–

[a] Includes $4.2 million in Washington allotments for which detail by cost elements is not available.
[b] Represents Washington allotments for which detail by cost elements is not available.

by

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